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THE AMERICAN

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A PERIODICAL OF SCHOOL ADMINISTRATION

VOLUME 109, NUMBER 3

SEPTEMBER 1944



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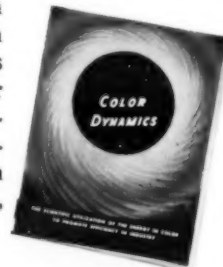
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Table of Contents

Cartoon: A Herculean Task for the Reduced Staffs of American Schools, <i>Morley</i>	25
A Broad Basis of Postwar Problems, <i>Edward A. Fitzpatrick</i>	19
School Boards Must Look Ahead, <i>L. E. Leipold</i>	21
School Boards and Higher Political Honors, <i>Albert I. Prince</i>	23
Sex Discriminations in Teachers' Salary Schedules, <i>Herbert B. Mulford</i>	24
A Key to School Public Relations, <i>Charles S. Johnson</i>	26
Fundamentals of Democratic Administration, <i>Alvin E. Rhodes</i> ..	27
A Corollary of Religious Education, <i>William H. Olson and Joseph E. Walker</i>	29
Postwar Planning for High School Athletics, <i>Winton L. Moeller</i> ..	31
Boards of Education I Have Known, <i>Charles J. Dalthorp</i>	32
The School-Work Program in Philadelphia, <i>L. W. Kindred</i>	33
In-Service Education of Teachers, <i>H. H. Helble</i>	35
The Werner Park School, Shreveport, Louisiana, <i>Samuel G. Wiener</i> ..	37
A Complete Neighborhood School Plant	40
A Suggestion for Public-Library and Public-School Postwar Planning	42
Servicing Fire Extinguishers	42
Connecticut Provides In-Service Education of Its Public Employees, <i>A. M. McCullough</i>	43
Changing From an Old to a New Salary Schedule, <i>Nolan Charles Kearney</i>	44
The "Regular and Orderly Manner" of Seventy Years Ago, <i>John E. Marshall</i>	45
The Schools Need Accurate Maps, <i>Monica H. Kusch</i>	46
* EDITORIALS:	
The New Tasks	48
Universal Military Service	48
Study of Politics in the Schools	48
The Schools and War Surplus Materials	49
School Board News	50
School Law	52
Personal News	54
Teachers' Salaries	59
School Building News	60
New Books	62
School Administration in Action	68
Publications of Interest to School Business Executives	70
New Supplies and Equipment	80
After the Meeting	81

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The contents of this issue are listed in the "Education Index."

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BEGINNING THE FOURTH WARTIME SCHOOL YEAR

Will the war's end or just the stoppage of war in the European area come during the 1944-45 school year, just as it began in the winter of 1941? The splendid accomplishments of our armed forces and those of our Allies now forecast the certainty and the nearness of victory. However, in either event, no appreciable relief from the unprecedented problems and difficulties is in sight during the school year ahead.

Again in city and country the school bells are ringing to call the children back to the classrooms. The work of school board and school administrators during the summer months in placing the school plant in readiness for the Fall opening will now be put to the test of use. Conditions under which it has been necessary to make repairs and improvements, and the difficulties of securing replacements and installation labor, call for a final careful inspection of all this work before schools are opened to pupils. It is vitally important that this inspection cover areas and equipment where pupil hazards are involved.

School opening always brings to light last-minute needs of equipment, supplies, replacements, and shortages of needed materials. In these situations original sources of supply offer the very best service. The War Production Board during the summer approved of 1944 production quotas to enable the authorization of approximately 5000 new school buses this year essential to prevent pupil absences and replace equipment no longer in safe operation. The schools may shortly have the opportunity of acquiring some of the used surplus of war materials which the Army and Navy have accumulated. This offers some promise of relief in school operations.

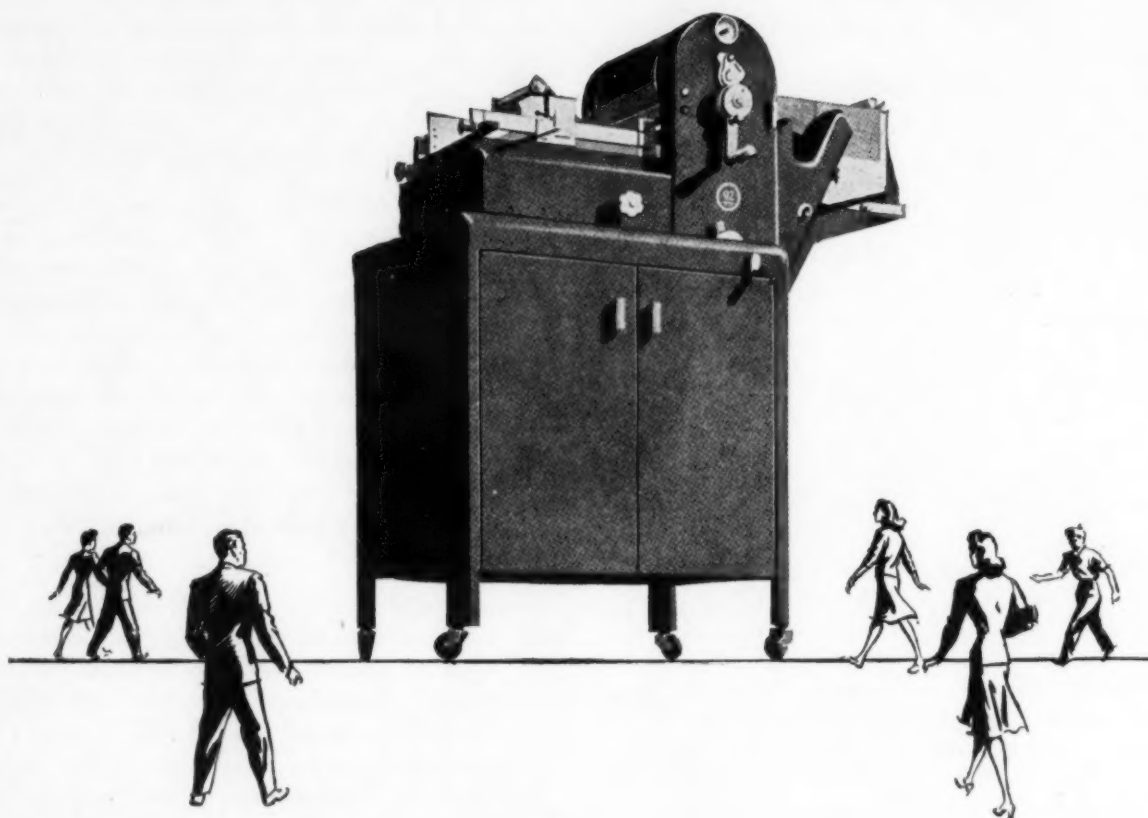
The school equipment and supplies industry, while unable as yet to manufacture and supply the needed school products, offers valuable aid in school operations for the year ahead. School boards and school administrative officials will do well to consult the advertising pages for the best sources of service and supply.

JOHN J. KRILL

The Cover Illustration

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A Broad Basis of Postwar Problems

Edward A. Fitzpatrick¹

In the following paper there is an effort to state in succinct form a broad basis for a framework for thinking about the postwar problem. Unlike some recent statements given wide publicity, it does not rely exclusively on economic factors. Above all, it does not neglect the military aspect of the postwar situation. Any postwar problem that would fail to take into account the demobilization problem could be wrecked by the form of the demobilization. A too rapid demobilization could upset the social apple cart. A too slow demobilization could prevent the program of the social recovery. A failure to distribute the men properly as well as to fail to give them adequate guidance would have immense social repercussions. The framework proposed here takes into account the social, the political, the economic, and the military factors. *Education must make its own adjustments within this framework.*

The provisions of the G.I. Bill give a clear picture of what the Federal Government will do immediately in connection with the education of veterans. States have already announced plans for the postwar education of veterans. In any case, the educational policies must be viewed in the light of this broad basis and it is hoped that the following framework may be helpful in developing realistic and progressive educational policies.

1. The Wartime Situation

A workable and practical basis for the solution of the broad problems of postwar employment in America is a major concern of 135,000,000 men and women and more particularly for the 11,000,000 in our armed forces all over the world, and the millions engaged in a war industry that will be converted into peacetime industry. In agriculture, with 8,900,000, the readjustments are not so extensive, nor so fundamental. The basis, here presented, involving the whole social economy, must be translated into specific steps for *each industry, each factory, each farm, each com-*

munity, and for John Smith and Jane Gray. Though the problem is national, and the responsibility for the conversion to a peacetime basis is largely, particularly in its financial aspects, national, the problem of individual adjustment takes place in local communities. The problem is not one national problem, but thousands of local and community problems, which only specific knowledge of local conditions will help solve.

2. Emphasis in Practical Decisions

In practical decisions determining the program, there should be stressed:

1. Decentralized tendencies rather than centralized
2. Realistic reasoning rather than millennial
3. Return to normal improved governmental agencies
4. Stimulation of private enterprise
5. Strengthening of local and state governments
6. Encouraging individual initiative, responsibility, and self-respect
7. Relating cost to necessity and quality of governmental service



—Lambert, Photograph.

3. What is Full Employment

The broad problems of postwar employment are succinctly described as full employment. In simplest form, full employment means employment in socially useful work of all available persons in the labor force. It does not mean no unemployment nor complete employment, for in a dynamic industrial order there is always "frictional unemployment." Full employment must be continuing—not a stopgap—although normally it is an unstable state due to the withdrawal of savings from the income stream. The full employment we wish is not, even if complete, the regimentation of totalitarian leaders or even of benevolent masters. We want man power and woman power an asset rather than the liability of mouths to be fed, and hands to be occupied in a maladjusted economy needing social reconstruction. Full employment is an ideal to be approximated; unemployment benefits and social security bridge the gap between accomplishment and ideal. Prolonged idleness, even with income, is demoralizing.

4. Full Employment in an Atmosphere of Cooperation, Not Conflict

It would be fatal if in the employer-employee relations, ideals of cooperation were not substituted for obsessions of conflict. The conception of the labor relation, as economic warfare, should go the way that we trust military warfare will go. Class war must give way to social cooperation. Everything should be done to sustain socially minded *responsible* labor and industrial leadership. There must be economic security within a sphere of freedom and responsibility.

5. The Cooperation of the Whole Economy Needed

Full employment is not just a labor problem. The achievement of full employment requires the cooperation of the whole economy, which itself must constructively meet consumers' present needs, physical, cultural, and spiritual, enriching and in-

¹Washington, D. C.

creasing them. Its policies, freely and socially determined, must have an informed popular support. Proposals should have widespread public discussion now. In short, the social climate must be favorable. All the varied agencies, public and private, must cooperate and their efforts *integrated at the community level*.

6. The Responsibility of the Federal Government in the Transition

One must recognize the ultimate and dominant responsibility of the Federal Government in the transition particularly for leadership and support, and for creating "the atmosphere and the incentives that will allow the system of free enterprise to assume its full place in the peacetime economy." However, normally, major responsibility for providing full employment will be on private enterprise.

7. The Twofold Character of the Demobilization

The whole demobilization has two aspects, military and industrial. The military demobilization itself is twofold: (1) terminating military status, and (2) resuming civilian status, including employment. At the time of a rather orderly military demobilization of approximately 8,000,000 men, there will be going on an industrial demobilization of 16,500,000 workers, left largely to individual self-determination. The major social problem will be the absorption of demobilized ex-servicemen, displaced warworkers, and resigned government employees into the economic, educational, and social economy. Perfection would be approximated in each community as the rate of demobilization and displacement approaches the rate of absorption in employment.

8. The Time Factor and Control

Demobilization of the armed forces should terminate, under the law, within six months of the end of the war, and is controllable within this limit. The likelihood of the European war ending a year before the Japanese war, and the time between the cessation of hostilities and the termination of war gives some additional latitude for demobilization. Since it can be controlled, priorities for discharge, subject to military necessity and transportation facilities, should be set up. Subject to imperative social needs, these priorities should consider the length and character of service, marital status, skills needed, labor shortages, and capacity to furnish others employment.

9. The Pattern of Demobilization²

The discharge of the soldier should not be mere discharge, but should follow this pattern:

²Federal legislation has been passed providing for muster-out pay in one payment of \$100-\$300 dependent on the length and area (combat) of service, and the G.I. Bill provides for unemployment benefits of \$20 a week for 52 weeks after discharge less any amount earned in excess of \$3 a week.

1. A 3 months' leave or furlough for all with more than 3 months' service, with separation pay not exceeding \$100 a month

2. Acceptance of employment encouraged and right to pay during furlough not affected

3. Discharge after 3 months unless re-enlisted

4. Transportation to residence at entrance upon service or equivalent transportation

5. Special federal veterans' unemployment benefits (a) after 3 months' furlough, complying with regulations, including registration for employment; (b) for not to exceed 26 weeks' full benefit payments within year, and (c) no waiting period

6. Safeguard protection under old-age and survivors' insurance program

10. Readjustment of Warworkers and Industry

Unless industry accepts responsibility of building a dynamic expansionary economy and invests in it, full employment will not be achieved. Governmental policies must support such faith-inspired industry. However, the problems can be overstated, e.g., the movement of displaced warworkers will not be as great as the gross figures indicate. The following factors must be considered:

1. Industries, as promised by General Motors, should invest large sums in production premised on a rising national income and an expanding economy.

2. Governmental disposition of plants, contracts, and excess supplies should always watch the incidence of unemployment of warworkers.

3. The same counseling, training, and placement service should be available to warworkers as to veterans.

4. A dismissal wage should be paid in strictly war plants.

5. Plans should be laid for increasing number of smaller businesses in a state using local materials as far as possible.

6. Women deserve to be treated as an integral part of the labor force.

7. Retention of the better war conceptions of employability of handicapped persons, women, and racial minorities is advisable.

8. In the increasing industrialization of the South, a reduction of the wage differentials is desirable.

9. Government loans at low interest rates to small businesses are desirable during the transitional period.

10. Attempts to work out Negro problems by cooperative educational efforts should be considered.

11. A Widely Distributed Counseling and Educational Guidance

To help the individual adjust himself to his peacetime economic life there should be available an adequate organized vocational and educational counseling service regarding job information, industrial conditions, necessary and available training and placement facilities. This is a job for all community resources, including schools,

in every community and for a much strengthened United States Employment Service, the Selective Service System, and the Veterans Administration. However, most employment is done directly by the employer. The information giving and counseling should be begun in the armed forces by competent officers and continued by specially organized facilities at points of embarkation and at all centers where the demobilization is facilitated, and maximally in the home community. Special machinery and specialists are needed for guidance for agricultural areas. This is a service to help the individual help himself.

12. Constructive Information at Points of Social Control

The larger aspects of the problem require some independent agency with no social or economic axes to grind, to make available inescapably, at the radiant points of social control, at every level of political and economic life, the amazing number of rich suggestions already available, for stimulating a strong, healthy, venturesome private enterprise.

13. The President Must Take Personally Executive Leadership

The place of the Federal Government in the transitional economy makes it imperative, as in 1933, that the President, not assistants, should personally assume the leadership for specific detailed proposals. No superagency should be created. The Cabinet should act in its normal relation to the President, associated with it might be heads of the diminishing independent agencies of the government.

14. The Program for the Federal Government

The Federal Government participation in the postwar will include:

1. National fiscal and other economic policies, reducing cost of government, maintaining ability-to-pay taxes on current basis, promoting private investment in new enterprises, stimulating consumption, facilitating conversion of wartime plants and resumption of discontinued industries, and provide support for social security

2. Continuation or termination of war contracts in such a way and in such an order as to be fair to government, fair to industry, secure definitive settlements early, avoid glutted labor markets or mass unemployment locally or regionally

3. Continuation or termination of wartime controls to give industry an opportunity to meet postponed want and pent-up desires constructively

4. Disposition of government-owned plants not needed without playing favorites, or increasing the domination of industries by particular companies leading to monopolistic control or the stifling of healthy competition

5. A central agency to dispose of surplus stocks

6. The veterans' demobilization programs here presented

7. Program of federal aid to states to meet situations incidental to readjustment for a period not to exceed six years; e.g., functional illiteracy, health standards, and physical rehabilitation, and a social security minimum

8. The most generous treatment of war casualties in need of physical rehabilitation, psychiatric service, hospitalization, medical care, vocational guidance, training, and job placement

9. Renegotiation of war contracts to wipe out war profiteering

15. Interaction of Foreign Economic Policies on Domestic Situation

International security will be a factor in our full employment program and this time we must succeed. Our foreign economic policies and our domestic situation and policies will interact. Some of the factors are:

1. Control of international cartels in their restrictive effects on American economy, including governmental registration

2. Foreign lending, for stabilization, relief, or reconstruction, must reinforce internal fiscal policies which strengthen our domestic economy

3. The promotion of international trade by full home production, and cooperation through international agreements

4. The stabilization of currencies

5. Through fact-collecting international organizations, of which the International Labor Office is a type, affecting the whole

range of international economic relations, including agriculture

16. The Educational Program for Veterans

Students who entered the armed forces necessarily discontinued their school education. They have had since rich educative experiences, may have attended schools and taken the Armed Forces Institute courses. Expenditures of federal money to provide a year's further education with maintenance for an estimated 1,000,000 veterans would be wise indeed. Opportunities for additional training in socially needed fields is proposed for those of special abilities. This is expected to enroll in successive years, 200,000, 165,000, and 150,000. State programs will greatly extend these minimum opportunities.

17. Universal Military, Physical, and Citizenship Training

A measure of permanent national policy should be taken at this time, providing for universal citizenship training, to include military training, for one year, for all persons at 18 years of age or upon completion of high school. It will include military training, and military art, organization, and history. It must include a physical hardening process for most, a remediable or rehabilitation program for

others, and a personal hygiene regimen for others not capable of severe physical training. There must go along training in vocational and civic intelligence and in skills needed in the armed forces and in civilian life. It should be a training in disciplined cooperative living. This will take care annually of 1,200,000 men, the number in each age group in the later teens.

18. The Public Works Program as Compensatory and a Safeguard in the Economy

Public works will play a normal part in providing for full production and full employment. They will be similarly of great value if we make long-term plans of socially needed worth-while projects on all community levels and use them as the compensatory element to meet the loss of savings in the income stream. No boondoggling, no made work, nor "faked" employment! Public investment, including deficit financing by government, must assist the income level and cushion the dips of business cycles when private investment fails to provide a high level of employment. This will help the general situation but is not a cure-all. It will help stabilize the large construction industries. "Shelves" of essential public works constitute our second line of defense against unemployment.

School Boards Must Look Ahead

L. E. Leipold, Ph.D.¹

The ever nearing proximity of the day on which hostilities will cease brings an insistent conviction that the adjustment period for the schools in that immediate postwar era is not going to be an easy one. The war has brought its inevitable problems to the schools of America, such as teacher shortages, high operating costs, curricula adjustments, etc., but expanded receipts and a negligible rate of tax delinquency provide a ready-made solution for many of these problems. *The postwar period will bring greater problems for boards of education to solve than any heretofore confronting them, but it will also bring with it obstacles which will become increasingly difficult to surmount.*

In saying this I am not an alarmist; I am merely a realist.

In the first place, there is much talk everywhere concerning postwar planning. To look ahead is undeniably wise. School boards would be derelict if they failed to do so. But when such plans are predicated on a false assumption, then the whole planned structure is unsound and no matter how beautifully the superstructure may be conceived, it stands or falls on the

strength of its foundation. The false assumption here referred to is the fallacy of anticipating liberal postwar federal aid to schools. Unless present thought changes radically — and I see little prospect of this happening — but small monetary aid will be forthcoming from federal governmental coffers to local school treasuries. In fact, there are growing indications that the opposite will be true.

The federal debt is large and is daily growing larger at an appalling rate. The ceiling is now definitely in sight beyond which there can safely be no further spending. Many economists seriously believe that we have already reached the limit of safety. "Good-time Charlies" will pooh-pooh this statement with the airy argument, "You can't scare us that way! Remember way back in 1936, when they said that fifty or sixty billions of dollars was our debt limit? And look at us now — two hundred billions and going strong!"

Will Federal Aid be Available?

That is only too true — *we are still going strong, spending as if there were no limit.* A bubble can be blown only so large, then it will burst; a steam boiler can be fired only to a certain degree of

pressure, beyond that it is dangerous to continue. Never in the history of the world has unconfined spending resulted in anything but wild inflation or repudiated debts. When this war is over there will come a time of sober reflection by America's leaders — school-board members included. Stark reality will confront them — *retrench at once or take the consequences.*

Already this thought is in the minds of sober government officials. Let me quote from a letter recently received from one of the national capitol's prominent figures, a member of the United States Senate:

I know that schools are having a difficult time . . . however, it is my conviction that federal aid is not the proper answer. . . . The Federal Government's fiscal problems . . . are far greater than those of any state. . . . I believe that to maintain our democracy control of education should remain as close to the people as possible. . . . Control rests with whatever agency provides funds, in the final analysis. . . .

Another national figure, a member of the House of Representatives, wrote under recent date:

There is no question that the need for more money for educational purposes . . . exists in acute form. It does not, however, follow from any evidence I have yet seen that grants from

¹Nokomis Junior High School, Minneapolis 6, Minn.

the federal treasury is the right medicine for the disease. . . . I have not been able to find any reasons why individual states should not be called upon to contribute more generously. . . . They are almost all in far better financial condition than our Federal Government. . . . The federal treasury is so heavily in debt as to make one wonder how long it can continue deficit spending and remain solvent and its solvency is almost our very first responsibility. If the case is not sufficiently strong to be able to get the local people who are on the ground and whose children are involved, what makes the case stronger when it reaches Washington?

The all-important objection to a Federal Aid Program is that despite all of the language and guarantees written into a bill, it will involve a gradual and increasing assumption of control by the government over what the schools teach. The Federal Government cannot properly appropriate money without having some control over its use. . . . This control would operate largely through intimidation arising from the fact that an appropriation has to be renewed annually. . . . The state administrations and the teachers would always have the fear over their heads that if they did not teach in accordance with the views of the particular administration in power it would veto next year's appropriation and thus cut off federal aid. . . .

I believe that *inadequate* education, deplorable as it is, contains less danger to our democracy and basic institutions than *controlled* education.

It appears safe to venture the prophesy that school-board members cannot plan on liberal federal monies to help to keep their schools at the present high point of efficiency or to effect plant changes necessitated by current shortages of materials. This burden will rest upon the local school units and it will have to be assumed primarily by them. I see no other alternative.

Will Depression Problems Return?

Secondly, there is no reason to suppose that postwar conditions will not bring with them many of the same problems which confronted the schools during the thirties. That tax delinquencies will increase is inevitable. There will be public clamor for less taxes—and *these pleadings will have to be heard*. Burdensome federal taxes will of necessity take priority and local taxes will be reduced as a consequence. To the postwar adjustment burdens will be added the handicap of less local tax receipts, and having less to do with will necessitate program retrenchments and building adjustments. As a result, to the small prospect of receiving federal aid in significant amounts will be added the additional problem of reduced local revenue, with a resulting reoccurrence of many of the problems of a decade ago which have now been so quickly forgotten during this wartime period of affluence.

A *third problem* that postwar boards of education will have to face is the prospect of a higher compulsory school-attendance age limit. It is reasonable to suppose that a decade hence all normal American youth will be compelled by law to remain in school until the age of 18. This in effect means the responsibility of providing and maintaining junior colleges. The curriculums offered in these institutions of learning will be more varied than those of



F. L. Schlagle
Superintendent of Schools
Kansas City, Kansas

Mr. Schlagle, who has been elected president of the National Education Association for 1944-1945, has been connected with the Kansas City, Kans., schools since 1912 as assistant principal and assistant superintendent, and more recently as superintendent. During World War I he served as an ensign in the U. S. Navy.

prewar years in order to adequately meet the interests and the abilities of the heterogeneous groups attending the schools, though it is probable that the work of the first 14 grades will largely be cultural in nature, with vocational and professional training reserved for the colleges and universities. The obligations and responsibilities which will attend this upward expansion of the schools are obvious.

Much Reorganization Certain

A natural corollary of the problem just discussed is the one concerning the need for reorganizing the public schools in the postwar period. The war is teaching us many lessons that will inevitably affect our postwar schools. Among the changes that we can look forward to with a relative degree of certainty are:

a) A greatly expanded prevocational service will probably call for separate school plants to serve this function, comparable to our present vocational schools. It is unlikely that the large cities will continue the prewar custom of offering all school subjects in every high school. Efficiency and economy demand otherwise. The schools of smaller communities, of course, will not meet this same problem.

b) Our high schools will be required to broaden their offerings. The college-preparatory theory so long in dying will probably be given the *coup-de-grâce* before the war is long over. The democratic ideal of educating everyone to the limit of his potentialities will be recognized in every

school. "Achieve or get out" will be as passé as the hornbook.

c) The elementary schools will experience changes that will be just as marked. There will be greatly increased enrollment following the war, taxing many schools to the limit of their physical capacities. The breakdown of the traditional grade barriers is a virtual inevitability in the light of present tendencies with a consequent reorganization of the entire elementary school plant, its curriculum, and its teaching procedures.

These problems are but a few that will have to be met in the postwar period. There will be others.

Adult Education Will Grow

The expansion of adult educational facilities will be a fifth problem confronting school boards and school superintendents in the relatively near future. That a portion of the expense of this expansion will be met by federal funds is a certainty; that much will have to be defrayed by local units is more than probable.

In the postwar period evening school facilities will have to be expanded tremendously. It will be this type of school to which hundreds of thousands of adults will look for both preparatory and continuation opportunities, although it is probable that the continuation phases of these schools will be stressed.

Such schools will require a totally different administrative approach from similar earlier institutions. Each one will be headed by a full-time principal, an educational expert equally well versed in the field of private enterprise. The faculty will be a full-time evening school corps and will not consist of instructors who have already put in a full day's work in the day school. No longer will critics of evening school facilities accuse them of "teaching in day schools because they love teaching and in evening schools for \$30 a month."

Closely allied with this expanded function will be a new, mutually beneficial tie-up between the public schools and private industry. In each school system of more than moderate size there will be a personnel officer whose duty it will be to know the industries of his community equally as well as he knows his school system, for upon him will devolve the responsibility of placing in industry the product of the schools. Such an official must of necessity have the confidence of private enterprise, for upon the degree of rapport established with them will rest the success or the failure of the evening schools' objectives. Their purpose will be utilitarian and their success will be measured from that point of view. Day school curriculums taught by day school instructors using conventional day school methods, all in a night school setting, will not long survive in the practical postwar era.

(Concluded on page 76)

School Boards and Higher Political Honors

Hon. Albert I. Prince¹

This is written in comment on the "Political Steppingstones" editorial published in the July number of the SCHOOL BOARD JOURNAL. Especially would I single out the statement, "the seeking of membership on a board of education as a steppingstone to higher political honors is not commendable."

While I have no intention of upholding the actions of men or women who seek to do political favors at the expense of the schools, which I deplore, I do not concede that the politically ambitious person must, because he is on a board of education, try to get jobs for supporters, steer contracts in the direction of his friends, or otherwise pursue a policy hostile to the best interests of the schools.

I feel confident it is possible for a school-board member to wish and to achieve a record for alert, progressive, honest, and unselfish attitudes toward school affairs that will help him in his quest for higher office. If we do not believe this to be the case, we are confessing to a critical weakness in the politics of our democracy. Certainly we should not wish to teach the children that a man's conduct cannot be above reproach when he aspires to elective office. And if we don't teach it we shouldn't act as though we believed it when looking in the direction of all politically ambitious school-board members.

Politicians Who Do Not Rise

Those board members who wish to dictate or influence teacher appointments, choice of janitors and clerks, promotions within staffs, purchase of coal and other supplies, selection of architects and contractors for new buildings or the repair of old ones, or who oppose a superintendent's recommendations as to policy because of the attitude of a politically active group are not always the ones who aspire to higher political status. Often such votes or maneuvering are characteristic of board members who are servants of a political machine and who have no further political ambitions of their own. The politically ambitious are likely to guard their political reputations.

There is no intention of denying that the man or woman who wants a nomination at the hands of a machine will, very often, do the bidding of that machine. It must be remembered, however, that a political organization usually is in a position to exert the same pressure on a member seeking renomination and re-election to the

school board as upon the member desiring political advancement. When there is no such pressure the board member trying to attract votes of those who stand for something other than the best in school policy is more likely to act against the interests of the pupils than the man, who, by aiming higher, is making his record more of an issue in a campaign.

I wish it were possible to list the men who have served ably as mayors of American cities and who had had previous experience as education-board members. It would be an impressive one. Two names come readily to mind. Harold H. Burton, a former school-board member, became mayor of Cleveland and then went to the United States Senate. Maurice J. Tobin served on the Boston School Committee before going into the mayor's office to deal with political and financial chaos. There are hundreds of others whose education-board experience helped mightily to prepare for municipal leadership.

With education becoming so important a matter at sessions of legislatures and Congress and claiming attention of state and national executive officials, it is in the interest of the schools that some of the men and women advanced to those positions know school problems through the experience of school-board service.

Good Politics Always Necessary

One cannot overstress the fact that we give many shades of meaning to the words *politics*, *political*, and *politician*. Anyone who runs for election to a school board is using political methods to achieve a political result and is really a politician. When we say, "keep politics out of the schools," we mean *bad* politics, the kind that should be kept out of every activity, but especially out of the schools because the greatest damage, we feel, can be done there.

In taking that stand we should not, by so doing, put a premium on political ineptness in a board of education. Some of the best schools in this country, I venture to say, are in communities whose boards of education include men and women with considerable political wisdom and, perhaps, skill. Boards of aldermen, finance boards, party leader groups which influence the results at town meetings are made up largely of persons who think, talk, and act politically.

A politically well-informed board member can do much at budget time by talking with the right people and without doing the slightest harm to the schools. If there is a budget fight, a few such board mem-

bers can accomplish a lot. In fact, a superintendent in the midst of a budget fight can be at a costly disadvantage if he has a board made up entirely of persons who do not "know their way around" politically.

Better Schools and Ambition

Let's not forget that there are thousands of towns, cities, districts, and counties in this land that could use a lot of aggressive political ambition to secure better schools. If a man or woman wishes to serve on a board of education and work for a higher salary schedule for teachers, better health service for children or the replacing of firetraps with well-planned schoolhouses, and it eventually leaks out that the person has his eye on the legislature, the mayoralty, or Congress, what of it?

If the man or woman had no such ideas until they were prompted by persons looking for a good candidate — good with respect to political availability — fine.

Look at the experience of one of the outstanding state commissioners of education. At the close of about twenty years' service he said his major advances for education, through legislative action, had been made through public spirited legislators who wished their names identified with reform measures. So the Smith Bill or the Jones Bill was supported for enactment throughout a legislative session. It won't be harmful to have some politicians shouting a bit about what they have done for education.

Of course I do not wish to overemphasize political experience and ambition. School boards, to be effective in behalf of better schools, must have, in membership majority, men and women who will stand for the right and the best even if political oblivion threatens them.

These persons must agree with the editorial statement that it is an honorable position of trust they hold and that "there is in board membership a mission which is imperative and in the last analysis sacred."

I wish merely to insist that political knowledge and ambition are not inconsistent with sterling citizenship and that it is not in the interest of the schools of this country to say that a capable, enterprising, forward-looking, high-minded citizen should be barred from a local board of education merely because he is building a public service record that he hopes eventually will win for him high public offices. A severe blow would be dealt to education, I believe, if men and women with zeal for advancement in public service were warned that board of education membership was to be found only on a politically dead-end street.

Our Defense

"Education is the first line of national defense and as such should be extended rather than curtailed." — American Federation of Labor.

¹Chairman, Connecticut State Board of Education, Hartford.

Sex Discriminations in Teachers' Salary Schedules

Herbert B. Mulford, Esq.¹

In many a large summer conference of public school boards, administrators, and teachers great stress has been placed upon the school-board problems of teacher shortages. While many of the speeches of eminent educationists have touched the fringe of salary discriminations based on teacher sex, little or no attempt has seemed to be made to come firmly to grips with the real man-versus-woman phase of the bigger personnel issue.

In most professional discussions on teacher compensation, the so-called vested interests argue for the single-salary schedule, alike for men and for women members of the faculty. The broad claim is made that there should be "equal pay for equal work," irrespective of sex limitations, if any. There seems to be a definite relationship between too low compensation and defections from teaching positions in wartime. In the degree that this is the major cause for teacher shortages, teachers' salaries become a chief social problem in our democratic school government. But this question is obviously bound up with a number of collateral problems stemming from the preponderating majority of women in the teaching profession. One of the chief of these is whether there is an equality of service rendered by men and by women. This involves numerous side issues, including whether it is a case of "equality" or rather one of "sameness" of type, whether there are quantitative or qualitative differences in services. Most importantly, we may ask, is imagination at work looking for greater potentialities in the teaching profession when, as, and if better material can be induced into it, or if present and future material were better trained for the greater problems we envision in the postwar era?

The prime minister of Great Britain, a few months ago, had something to say tacitly on this problem, when he permitted a vote of confidence for his whole war administration to be taken on the seemingly minor point of "equal pay for equal work." That issue came from the National Board of Education, and a woman introduced the resolution voted upon. The Minister was opposed to "equal pay," and was vindicated in his position, even if that action cannot settle the matter.

There seems to be no broad standard of measurement by which to determine facts for an understanding of this issue. The dominant note is merely that fair play may be given women teachers, without

regard for possible psychological differences in the character of the teaching by men and by women, or for potentially what all teaching should be in the not-too-distant future. Often when an attempt is made to use the scientific method of real study and measured judgment on teaching results, there is an emotional log-jam which prevents real study and thinking on the problem.

Is Teaching a Female Profession?

In their publicity on salaries, the National Education Association and many state associations and unions use small graphic illustrations to indicate various types of occupations in comparative studies. Teachers and nurses are portrayed by a female character in skirts. In the majority of professional commentary the generic teacher is indicated by the word "she," not by "he." On the undergraduate teacher-training campus young women students predominate. It was so even before the men became so scarce because of the war. One eminent woman economist is going about the country lecturing on the bad results from the imbalance of the sexes in teaching. She has been saying that 92 per cent of the teachers in the public schools are women. This figure probably is high. Statistics are gathered so slowly that it is impossible to say just what percentages prevail today. The latest published by the Federal Government when reduced to percentages show that 77 per cent of all public school teachers are women, 88 per cent of elementary public school teachers are also women, but 57.7 per cent of the secondary schools are of the same sex. The rapid loss of teachers to industry and business may have affected these figures somewhat. Suffice it that the vast majority of public school teachers are women. The question arises, therefore, as to whether teaching is chiefly a male or female profession. If we turn to the data on all positions in higher education, we find the tables turned and more than 74 per cent of the teachers men, which may or may not indicate greater ability among men on the "higher" levels of education.

There are currents running in many places which seem to suggest the undermining of the dominant position of the women in the public schools. Casual discussions here and there with experienced administrators and school boards bring out such a remark as "the schools are tied to women's apron strings." Sometimes the point is made that an "equal job with men" can be done on the elementary level

but not on the secondary. Often the protest is made that, since there are men in the world both boys and girls should have contact with them as well as with women, this contact should start in the early years of school life.

At the secondary school level, especially where the guidance program is well organized through trained teacher advisers, who serve, women for girls and men for boys, the faculty is reported in better balance. That is, upon a vacancy among the men advisers, the new faculty member will be a man, and no woman applicant will be considered. Conversely, if the vacancy is among the women advisers, no men need apply. Checking among administrators where possibly higher salaries are paid brings the frequent statement that in the secondary school the ratio is consciously held, where possible, at about 60 per cent of men and 40 per cent of women—that on the elementary level the balance is about 50-50. "And I would push it up to 60 per cent of men if they were available," is often the added comment.

Four Types of Salary Schedules

This brings us squarely against the several aspects of the "double standard" as it is opposed to the professionally advocated "single standard" for teachers' salary schedules. Leaving aside the circumstances of present ability or willingness of the school board and citizens to advance salaries in a given district in order to hold teachers, we have these *de facto* conditions over the country:

1. *Many hybrid types of salary methods*, with some attempt to regulate them on the basis of merit but often with little semblance of systematic schedules which can be understood either by taxpayers or teachers. Often salaries are fixed by comparisons with these paid in similarly situated districts, or by the current market price, as with chattels.

2. *The so-called "funnel" system of salaries*. Under this in practice it is assumed that, apart from a basic emotional understanding which all teachers should but do not have, and notwithstanding the arguments that the early years of the child are most important in the learning process, teachers in the lower grades are not worth as much as those in the higher grades. This system also assumes that the need for greater training to acquire greater factual information and for broader experience as the grades advance warrants higher salaries on the higher levels. Not only is this theory championed in many quarters,

¹Wilmette, Ill.

but the teachers who know where their bread is being buttered at this time are deliberately planning careers in the secondary and not the elementary grades. Although, from one point of view, the teacher shortages are more serious and spectacular as measured by the thousands of closed rural elementary schools, the greatest real shortages are reported in the high school subject fields affected most by training for the armed forces and war industry. Under the influence of greatest shortages and salary schedules which allow greatest compensation for the highest grades, it may not be surprising that the cry goes up from the teacher-training institutions that students for teaching positions on the elementary level are almost negligible. Notwithstanding the war absences of men, it is striking that a check with five teachers' colleges disclosed recently a total of less than 50 such students.

3. *There is a limited single-standard schedule based wholly on equality of teaching on all grade levels.* This assumes that it is just as important to teach a child of five or six years as it is to teach youth at 15 or 18 years. But this standard in numerous cases still makes the distinction between men and women. In quoting data on maximum, minimum, and median salaries, many schools expressly stipulate the differences between men and women. Not infrequently the issue is judged on a socio-economic basis which says that the man must be married and support a family, and hence needs more money. Sometimes such schools reverse their theory by barring married women from teaching, and the courts have often upheld the school boards and administrations in this practice. Often the pressure on the school boards which calls up this salary differential is the fact that men teachers who are as good as the women teachers in the system simply are not available on identical salaries.

4. *Then there is the complete single-salary schedule in practice in many systems,* whether they operate simply the elementary grades or all 12 and 14 grades. This permits no discrimination between grades or as between men or women. Merit-measuring devices may be in effect by which supervisors do the equivalent of scoring all the teachers, and advances or dismissals are regulated on such findings, even in the face of tenure legislation. A thoroughly competent woman personnel director says that such a complete single-standard salary schedule is easily managed—that from her school system there are no men defections worth mentioning for salary causes, for the reason that, generally speaking, top-flight men are not attracted to teaching, and that women can easily compete on a basis of equality.

Considerations Opposing Unit Schedules

Irrespective both of trends toward single-salary schedules and the vigorous propaganda on behalf of them, comparisons



THE AMERICAN SCHOOL BOARD JOURNAL

Cartoon drawing by J. W. Morley.

A HERCULEAN TASK FOR THE REDUCED STAFFS OF AMERICAN SCHOOLS

come up repeatedly in school-board meetings where decisions must be made on choices of teachers and on their salaries. It is reasonably easy to measure teaching candidates according to college credits, hours spent in cadet work, and on college recommendations. That is only part of the story. Some of the keenest administrators attest that they can determine almost everything about a candidate except whether he or she can really teach. Difficult as are these problems of solution, there still remain those in the broad field of male and female differences, which include at least these considerations:

Is the school board insisting upon constant teacher growth, and do experiences with the faculty show any basic differences in the growth of men or women as a class?

Are there any signs of greater emotional instability in one class than in another?

Is there any greater tendency for one group than another to make *non sequitur* conclusions, or to inject irrelevant matters into an issue?

Is either group willing to undercut the other in accepting less salaries, or to insist on relatively higher salaries?

Does either group as a group undercut?

Among the causes of observable frustrations of any type, does one group more than another present more difficult problems for administrative handling?

How serious are the women's problems when they have been barred from teaching elsewhere because of being married?

In the great national problems of economic, political, and social illiteracies,

which presumably should be understood and corrected in high school, are responsibilities equally shared by men and women teachers where faculties are in balance? Or, where there is a preponderance of either sex, can responsibilities be traced accordingly?

Few if any studies of salaries factually face these considerations. Some studies were made in Ohio which seemed to indicate that all teachers were less interested and active in civic affairs than called for in these troublous times. The domination of colleges and universities by men, the same domination by men leaders of unions, associations, and public school administration, and the greater number of published discussions on education by men than by women seem to suggest that, whatever may be women's potentialities in education, they have not reached the stage of leadership commensurate with their numbers in the teaching field. Yet we have with us the problems of unequal teachers' salaries to adjust and regulate by principles of workable fairness alike to the teacher, to the taxpayer, and to the children, youth, and adults in need of schooling.

There is a broad question as to whether the whole conception of the single-salary schedule is a carry-over from such types of work as the industrial assembly line and the brash assumption that running a school can be on the basis of factory methods in which all end-products are identical little robots. Too long have educationists and practical teachers and administrators permitted, through poor public relations, the rank and file of the supporting public to envision public education as merely buying a service cooperatively on a *quid pro quo* basis and not on that of community, state, and national social policy, in which all society has an interest in the education of all children, youth, and adults, with particular attention to individual needs, traits, idiosyncrasies, and shortcomings calling for the best in human guidance.

Need for Independent School-Board Judgment

Lay school-board members who wish to think for themselves and, though reasonably guided, not to be led around by the nose by professional colleagues, often find great difficulty in not trying to use the merit system in evaluating teacher worth. At the time of the study of education in New York for the State Board of Regents, the study chairman had some sharp remarks to make about measuring teachers by merit and not by resorting merely to "chair-warming hours in some teachers' college." Laymen in larger affairs are constantly seeking out from among their employees those who can rise to the level of dominant leadership. As school-board members, they seem to think that their problems of determining their own responsibilities under the law for the type of teachers in their school systems are or

should be no different from those in the higher reaches of business which call for at least as well-educated personnel as should be found in the schools. Although it is easier for both school boards and administrators to run their schools under set salary schedules, once they are understood, one cannot avoid the thought that for the brilliant person, man or woman, such schedules may have a dwarfing influence on ambition. In the long run such dwarfing may react adversely on both a given school faculty and on education as a whole in a community.

No institution merits the name which cannot absorb and retain most of the best of the personnel in which it has made its very great investment. Education today needs men and women of the highest abilities for the great problems of the immediate future. It has been said repeatedly that the best schools are about a generation behind what their school boards and faculties know they should be doing. There are hundreds of responsibilities both of the laity and the profession to close this gap. Possibly rigid salary schedules which do not bring out the best from teachers may be an adverse influence on this whole situa-

tion. Unfairness which may involve any type of discrimination may be an impasse to any thorough understanding of this influence.

Almost invariably when public discussions are held on salaries, the whole story is not told. Usually the most important question is begged. Always every consideration should be both honest and constructive. If, hidden in some university library, there is no competent study in this field, research should be started which would justify and support state and national policies on these discriminations as they bear directly on state and national problems of attempting to equalize educational opportunities in this country. If, among the professional studies of salaries, consideration has been given to the influence of any type of salary schedule which induces the present imbalance between men and women teachers, such findings have not been used intelligently in public relations which reach down practically and generally to school boards and the supporters of the public schools. In any circumstances, there are opportunity and challenge to come to grips practically with this broad problem.

A Key to School Public Relations

Charles S. Johnson, Ph.D.¹

The author has treated specific media of public relations in recent issues of the *AMERICAN SCHOOL BOARD JOURNAL*, "Better Budgets and Public Relations" (July, 1944), and "Better Entrance Through a Kindergarten Handbook" (April, 1944). His research for his doctorate convinced him of the prime importance of the classroom teacher as public-relations agent. — *Editor*.

Johnny had been absent from school seriously ill for a long time. At last the long anticipated day for his return to school had come. His family was jubilant. At dinner that night Johnny's father, happy at the return of the boy said, "I'll bet the teacher was glad to see you back again!"

"Yes, I guess so," he answered.

"Well, what did she say?" persisted the father.

"Oh, she just said, 'Take your old seat again.'"

The fine enthusiasm of both child and father for the school was chilled.

The teacher is the glass through which the child sees the school and presents it to his family. The image of the school as such disappears and the teacher with his child is the unit with which the parent is concerned. And each parent is a vital unit of "the public" whose support the school must

have. In the long run parents will support the school program if their children are successful and happy in so far as they understand the school in relation to their children's welfare. If the child feels that his individual problems are of importance to the teacher, if parents feel that the program offered by the school is suited to their children's needs, if parents and children feel a warm personal relationship between their children and their teachers, then the school can count on the parents' favorable opinion toward education. It will be based on confidence in teachers.

Public opinion has control as the last word in all social institutions. It can either make or blast the reputation of any person or institution. Public opinion is not a solid front supporting or opposing a school program or policy. It is the varied and changeable opinions of those persons interested in their community's educational program. They are individuals who, although immersed in their own private affairs, broaden their interests to include the school because of its direct relationship with the children of the community. Some are biased in their opinions, some have hastily formed judgments, some have had their own unhappy past experiences in school. But nearly all have had at sometime contacts with courteous human teachers in whom they can have confidence. A school ex-

¹Supervising Principal of Schools, Locust Valley, N. Y.

(Concluded on page 76)

Fundamentals of Democratic Administration

Alvin E. Rhodes*

If there is anything constructive about a war it may be found in the rapid and decisive testing which is made of the physical and moral equipment of a society. America's schools are learning many lessons from the present war. Some of these lessons are obvious and demand immediate, positive action. But there are others, often equally important, which fail to claim attention in these busy days because they are less conspicuous and cannot compete with more demanding issues.

Yet, to neglect a vital problem merely because it does not forcefully require immediate action may prove fatal. It is the purpose of this article to consider one aspect of a school problem which is rooted in the basic social issue which we are now paying so dearly in lives and resources to decide.

Different war aims are seen by different people, but most Americans are agreed that the basic issue is the conflict in philosophies of human relationship—the authoritarian opposed to the democratic.

With our basic social and political philosophy challenged, our people are exerting every effort to strengthen our country's arms and to reinforce our defenses. To many persons this means more than creating invincible armies; it means, as well, fortifying the minds and faith of our people, for it is in our thinking that democracy exists and grows. As men think, and act upon their thinking, the fate of democracy is decided.

School people are particularly concerned with this aspect of our battle preparations, for they represent the social institution which of all forces is most able to determine whether democracy shall succeed or fail. It is their responsibility to build in each generation of Americans the understandings, attitudes, and habits that make democracy work.

Until the schools reflect democratic thinking in every aspect of their structure and operation, they are not fully prepared to nurture and protect the democratic concept in the mind of youth. It is more important now than ever before that we strive for a greater expression of democracy in school operation. Democracy is under attack. Its enemies have staked their very existence on the assumption that democratic processes are inefficient and inferior to authoritarian control. If our faith in the efficiency and worth of democracy is sound, and events indicate that it is, we should lose no time in bringing to school administration the superior values of democratic operation, for the schools have never stood in greater need of more service from so few workers.

*San Luis Obispo, Calif.

It is necessary to meet the present challenge with an ever greater use of the democracy we prize—a defense by offense. It is necessary that our schools share in this offense for it is from them that its force will radiate most rapidly and extensively. Teacher participation in the determination of school policies is an effective and practical application of the democratic principle to school administration. In the paragraphs that follow the means by which teacher participation may be made practical will be reviewed.

What Is Meant by Teacher Participation?

A distinction must be made between two important phases of administration: (1) policy making and (2) policy execution. While these two functions cannot always be separated, certain differences must be noted. Policy making does not necessarily require the help of teachers. On the other hand, execution of policy depends in part upon teacher participation. It is through teachers that the most school policies are expressed in action. Thus, the question proposed for review is not so much that of teacher participation in general administration as it is participation in that aspect of administration not already a part of the teacher's work, that is, policy making.

While it is true that the legislative function is a school-board responsibility, the board almost invariably seeks the advice of its professional employees. The administrator as chief adviser to the board uses this opportunity to initiate and guide policy development for his school. The questions at hand are: Should the entire professional staff share in this opportunity? What are the reasons for doing so? How can it best be accomplished?

Historical Aspects of Teacher Participation

In a large and growing number of schools the full professional staff shares responsibility for policy making. This trend represents an evolutionary spiral that today is returning to administration some of the democratic influences once commonly found there.

About a century ago school administration began to pass from the hands of lay boards, where it had been quite democratic, into those of professional executives. In keeping with the social, industrial, and military concepts of the times, professional administration assumed autocratic characteristics. In speaking of school executives, Almack says, "These men found their guidance, not in statesmen, but in bosses, or, to put it more mildly, in captains of industry. . . . Managers and superintendents ruled the world with as much arrogance

and assurance of divine appointment as the lords of old Rome."¹ While this insured efficiency, as efficiency was understood, it also ignored certain essential democratic principles.

Specialized professional administration of schools has now existed for almost an even century. During the past quarter of this century there has slowly emerged a recognition of some forgotten democratic concepts, as for example the belief that there is greater strength in the cooperative efforts of many than in control by one, that those affected by a policy should have a voice in its adoption, and others. Twenty-five years is not a long period in historical terms, yet it constitutes a full quarter of the history of professional school administration. Therefore, the experience of this period should be significant in evaluating methods of directing education. These experiences show continued growth of teacher participation in administration, with ever higher degrees of success.

Of most historical significance is the fact that the concept of teacher participation seems to be changing, although this change is not so much concerned with techniques or methods as it is with the attitude toward participation. The dominant attitude has been, and still is in many cases, that of the administrator going to the teachers for advice. This is entirely laudable, but it implies that the administrator initiates all the moves; that he already has the answers; that he will formulate recommendations or take action after whatever consultation he considers desirable. It assumes that the teacher is not an essential partner in the operation of the school and is to speak only when spoken to.

Almack and Lang² have indicated that the two most common methods of systematic teacher participation 18 years ago were periodic letters to teachers requesting ideas and suggestions, and the referendum of special problems to the entire staff. In neither case was there any assurance that ideas or decisions coming from the staff would be accepted by the administrators, and it should be further noted that all initiation of ideas came from above.

A newer concept of participation now seems to be taking form. It is based on the idea that the administrator is one of the staff rather than one above it. When advising the board in its policy-making activities, he represents staff thinking. His recommendations are more than his personal opinions modified by such staff advice as he considers desirable. His position in relation

¹John C. Almack, "Historical Development of School Administration," *School and Society*, 43:627, May 9, 1936.

²John C. Almack and A. R. Lang, *Problems of the Teaching Profession* (Boston: Houghton Mifflin Co., 1925), pp. 114-115.

to the staff is that of co-ordinator. He helps the staff focus its action on pertinent problems and provides the leadership that is needed to achieve unity in any social group. The emphasis is on utilization of the creative force of group action rather than promotion of cooperation in the execution of official decisions only.

This concept is accepted by Palm when he states that

The formulation of school policy should be a co-operative process capitalizing the intellectual resources of the whole school staff. This participation in the development of educational policy should not be thought of as a favor granted by the administration, but rather as a *right* and *obligation*.³

In giving further emphasis to this point of view, Deam also indicates some of its chief justifications.

There is a certain contentment produced where the teachers take part in the molding of the policies of the school. Interest and enthusiasm are noticed where teachers are allowed to carry out their own ideas. A collective responsibility for the success of the school is developed, resulting in united policy. The greatest argument for faculty participation, however, is the marshalling of the intellectual resources, the wisdom, and the judgment of all those whose business it is to make the school an efficient organization. A teacher has something worth while to contribute and must be given the opportunity for expression through appropriate channels.⁴

Advantages and Disadvantages of Teacher Participation

While teacher participation in policy making has faults as well as virtues, opinion and experience seem to support its general desirability. Only occasionally is a dissenting voice raised, as when Hunkins says,

A part of every teacher's training must be that of learning to submit gracefully and happily to the requirements of executive management. . . . If democratic school administration means worrying teachers about administrative matters that the executive employees should settle without bothering teachers, or if it means surrendering to the teachers administrative powers vested by the people in the executive, it is a misconception. If, on the other hand, it simply means enough consultation of teachers and enough regard for their professional rights and welfare to insure efficient administration and instruction, then it is the right thing called by a wrong name—a misnomer.⁵

A number of terms will have to be defined before his position is clear, but it seems rather definite that Hunkins doubts the desirability of full teacher participation in administration.

On the other hand, strong support of teacher participation is abundant. Almack points out that,

So long as teachers are expected merely to carry out decrees and regulations issued by persons who have been granted superior authority, they are servants or subjects of administration, not partners in a progressive enterprise.⁶

³R. R. Palm, "A Teacher's Argument for Democracy in Administration," *AMERICAN SCHOOL BOARD JOURNAL*, 100:21-22, Feb., 1940.

⁴Thomas M. Deam, "Teacher Co-operation in the Administration of the High School," *School Review*, 33:128-129, Sept., 1939.

⁵R. V. Hunkins, "Democratic School Administration: a Misnomer or a Misconception," *Educational Administration and Supervision*, 25:419-424, Sept., 1939.

⁶Almack, *Historical Development*, p. 629.

VIRGIL STINEBAUGH ELECTED SUPERINTENDENT IN INDIANAPOLIS

Dr. Virgil Stinebaugh, who was promoted to superintendent of the Indianapolis schools by the school board on June 28, has been a member of the administrative staff of the schools for 13 years. He had served as acting superintendent since the death of DeWitt C. Morgan in February, 1944.



Virgil Stinebaugh
Superintendent of Schools
Indianapolis, Indiana

Mr. Stinebaugh was graduated from Manchester College with the degree of A.B. in 1921; he received the M.A. degree from Teachers College, Columbia University, in 1927, and later completed his graduate work at Columbia and Indiana Universities.

Prior to the death of DeWitt C. Morgan, Mr. Stinebaugh was assistant superintendent of the Indianapolis schools, and since had served as acting superintendent, a position he also held during the interim between the Morgan and Stetson administrations in 1937.

He is an active member of the Indiana Schoolmen's Club, the Indiana Teachers' Association, the National Education Association, and the American Association of School Administrators. He has served on the summer school faculty of Indiana Teachers College in conducting the courses on guidance and principles of teaching.

Alberty and Thayer emphasize the effectiveness gained by teachers when they help in policy making.

The exercise of initiative and originality depends for one thing upon avoiding slavish adherence to routine habits. Two essentials for keeping "out of the rut" are (1) contact with what others are thinking and doing; and (2) contact with the wider implications of one's work. It is for this reason that it becomes important for teachers to study their own problems in the light of what others are doing and thinking, with the distinct purpose of modifying the work of their own classrooms.⁷

Smith carries this same thought a step further and clarifies the implications for teacher participation when he says,

Sharing in the building of various aspects of the school program is a splendid opportunity for every teacher to extend his horizons. The quarry worker who sees naught in his task but the cutting of stone is living the life of a slave. But he who identifies even this humble task with the

⁷H. B. Alberty and V. T. Thayer, *Supervision in the Secondary School* (Boston: D. C. Heath and Co., 1931), p. 103.

building of a great cathedral has attained a satisfaction in life far beyond the monetary reward of his toil. . . . The teacher who has the opportunity to participate and does participate in shaping the program of a school thereby lifts himself from the ranks of the technician and joins the artists.⁸

Thus, the words of many experienced school administrators may be found to support the idea that teachers can more effectively execute the basic functions of their jobs when they join in policy making. It is interesting to contrast with this view an argument sometimes used against teacher participation—that it reduces the effectiveness and efficiency of the school. Obviously, efficiency means different things to different people.

Another justification for cooperative procedures which is unusual but noteworthy is given by Prescott. He points out the need for establishing between teachers, supervisors, and administrators the kind of relationships that avoid frustration of the personality needs of teachers, which is one of the chief virtues claimed for teacher participation. Concerning this he says,

There are still too many administrators who are at best semi-dictators and too many supervisors who feel offended if a teacher develops procedures of her own instead of following closely the supervisor's techniques. Teachers are still frightened by some principals and still try to give the "right" answer in teachers' meetings instead of freely entering a discussion. . . . In such organizations there are frequently fear instead of sympathy, feelings of insecurity instead of confidence, worry, tension, and strain instead of joy and relaxation, dull, drab work instead of zest and purposeful activity. The prevailing mood in these autocratically administered schools is quite the antithesis of the prevailing mood in the more modern schools—to a great extent because the administrators and supervisors have set the pattern of domination, repression, and blame.⁹

In general, the various arguments for and against teacher participation may be summarized as follows.

(To be concluded)

⁸R. B. Smith, "Some Aspects of Teacher Participation in School Administration," *Educational Administration and Supervision*, 26:52-56, Jan., 1940.

⁹D. A. Prescott, *Emotion and the Educative Process* (Washington, D. C.: American Council on Education, 1938), pp. 261-263.

EFFICIENCY IN ADMINISTRATION

In a unit of public administration, or the administration as a whole, this level of efficiency is complicated by the fact that there frequently is not even the profit check available to the monopoly. The efficiency of educational, library, police, health, and many other administrative units cannot be measured in either engineering or economic (price) terms. Consideration must always be given to public satisfaction, to somewhat imponderable statistics, to intangibles, such as educational achievements. The "service" character of public administration, combined with security of tenure in civil service and the large portion of the public actually present in public personnel, makes the evaluation of an administrative unit consider the effects of its functioning upon its personnel and the consequent relations of that personnel to the outside public. Social accounting in public administration is achievement accounting with due regard for engineering efficiency, cost economy, and the intangibles of human satisfactions and dissatisfactions.—Harvey Pinney, *New York University*.

A Corollary to Religious Education

William H. Olson and Joseph E. Walker¹

Two years ago a committee of clergymen and educators headed by Superintendent of Schools Floyd C. Fretz instituted a religious education program for the Bradford (Pa.) students of the upper four grades.² The schools agreed to release students who elected to take religious training at the churches for one hour per week. But what was to be done with those pupils who did not wish to participate? The school, having agreed to take over this problem, was faced with the necessity of planning a program.

At the time the number of students to remain in school was not known. Experience of the past two years has indicated that about 60 per cent of the student body will join the religion classes. The remaining 40 per cent have more or less valid reasons for refusing. In general, these may be divided into about six groups:

1. Children of nonreligious families who will vary in attitude from complete indifference to open hostility toward religion
2. Members of noncooperating churches. In this community the Roman Catholic and all the large Protestant churches are cooperating; but several smaller denominations have remained hostile.
3. Pupils who will oppose any new suggestions and in the absence of pressure will resist. Every school has a few of these
4. The lethargic ones who do not wish to walk to church
5. Pupils from the townships who cannot make arrangements with the bus drivers to meet them at the churches instead of the school
6. Pupils who transfer from another school after religion classes have already organized for the year's work

For one hour per week the schools were to have these people. What should be done with them? The success of the religious-training program would depend to a considerable extent upon the decision of the schools in this matter. For if the schools failed to offer a comparable program, those people who found the religion assignments difficult would tend to drift back.

The responsibility of the school became more impelling when an analysis of the group revealed that here were most of the students who had the greatest need for a program of personal improvement. The school could see the advantage of supplementing the work of the churches by a parallel curriculum for the nonparticipants. But what could be done which would combine the desired features of not competing with the church registrations, accomplish-

ing something of lasting benefit for the students, and yet recognizing the diversified needs involved in the group.

Requested to Offer Classwork

Within the schools a canvass of possibilities was made. The ministerial members of the planning committee made one request—that the schools should not be dismissed for that hour. That would, they believed, place too heavy a temptation in the way of many pupils who might register for religious training. The schools ruled out a study period for the same reason. It was therefore determined from the beginning that some kind of curricular offering would be made to all students during this hour.

The junior high school decided upon a study of biography for their ninth graders with emphasis on desirable character traits. This has been used for two years.

At the senior high school the teachers believed the biography study would be somewhat too obvious and artificial for the older pupils of the upper grades. Instead a committee appointed by the principal undertook the task of planning a course of study in character education. The committee and those teachers who were assigned to teach the classes labored diligently and valiantly for a year to make that idea work. Projects were tried in wartime citizenship, personality development, health, posture reform, and mental hygiene. Some small success was attained on some projects. But for the most part the attempt failed because of the lack of materials to make a project meet the needs of so divergent a group. A committee idea in outline appeared to be excellent in theory until the teachers tried to translate it into teaching plans for a week or more. Almost at once the classes became a burden and a trial to the teachers and bothersome or painful to the pupils.

The committee finally, in desperation, decided that a text of some sort was needed. For the remainder of the year the teachers used copies of that challenging little book, *I Dare You*, by William H. Danforth. Some material and ideas for discussion were then available for the teachers and students. The book proved helpful to the pupils with high I.Q.'s but passed over the heads of the others without ruffling a hair.

This attempt revealed the fundamental weakness of any unified program to meet the needs of this group. To plan for all

of them will inevitably mean that a few will benefit while the great majority will become apathetic or rebellious because the study is completely outside their needs, interests, or abilities.

The Second-Year Plan

Before the first year was completed, a study was begun to determine what could be done for the second year. The possibilities were sifted and sorted. A program entirely of motion pictures and lectures was rejected as offering too glittering a competition to the religion classes. A club period offered the same difficulty. Any unified study by the group raised the same problem of the one which we were attempting to replace. Other schools consulted reported that they were struggling with or had succumbed to the same problem and difficulties.

The authors of this article then suggested a plan which would make an effort to meet the special needs of the individual. There appeared to be certain readily discernible areas within which our 40 per cent needed aid. If we could set up a curriculum for this hour which would be directed toward the individual need of the pupil, we could make our contribution a worth-while parallel to the work of the churches.

Of course, we had no delusions that we could work on a completely individualized basis or attack every existing problem. But there is on our faculty, and every other one as well, a great amount of training and experience which could be used to advantage in helping solve specific types of student problems. With some self-analysis on the part of the faculty it should be possible to discover a considerable range of areas within which one or more faculty members could work with a small group of students to correct faults or stimulate growth.

The specific offerings of the school would depend, therefore, upon the individuals comprising its faculty. Specific courses would vary from year to year and from school to school. But under all circumstances it should be possible to give a variety which will make possible desirable aid to every student involved in the program.

The pupil should be guided into the course most nearly meeting his greatest need. This will be no easy task and will require the combined efforts of the administrators, guidance staff, and classroom teachers. The guidance director should

¹Bradford Senior School, Bradford, Pa.

²Also serving on the committee were Ruhl L. Custer, principal of the Senior High School, and Ivan Fiske, principal of the Junior High School. The Rev. Ernest Davis headed the committee of clergymen.

welcome such an opportunity to attack specifically some problems tucked away in his accumulated files. When a course offering seems to apply directly to a pupil, he should be placed there. When the fit does not appear to be so precise, there will still be more generalized offerings which will open a place for real service to the individual.

Advantages of Classwork

This plan has advantages to both the pupil and the teacher. To the pupil it is an opportunity to secure a needed type of assistance which the school is not offering in any other way. To the teacher is presented an opportunity to use his own initiative in making his training and experience usable. No longer must the child sit through classes which do not apply to him when the work is planned uniformly for the whole school. No longer must the teacher worry through an attempt to present vague generalities in a hypothetical field. Each teacher will be giving something he knows and in which he has an interest; each pupil will be in a group having the same interest or need as himself and be receiving recognizable assistance.

In organizing such a curriculum, two kinds of classes may be found effective. Some teachers may wish to plan work to carry out during the entire year. The group assigned to such a class would remain with the teacher for the term. Other teachers may prefer to work as part of a rotating program. In this case a group of teachers would plan an area of work with each one taking over one section. For example, six teachers could each plan a unit of work to be completed in six weeks. At the end of each six-week period the pupils in that area would rotate until, by the end of the year, each pupil would have covered all units.

The following are some suggestions for courses which have seemed desirable and workable in our school. In another school some of these would not apply, but doubtless others would be thought of to take their places. Suggestions for term programs:

1. A speech group composed of pupils too shy and timid to recite in class or talk to other students.
2. A speech class where entire emphasis would be on special speech forms of a practical nature, such as introducing a speaker, making responses, announcements, etc.
3. A gym class for those whose physical defects prevent them from taking normal physical education. Here in a small group the teacher could direct exercises especially prescribed by the child's own physician.
4. A group of students whose school outcomes do not attain the level of their intelligence quotients could profit from definite instructions on how to study.
5. Pupils with excessive introversion could profit from training in dramatics and self-expression.
6. A course in etiquette kept strictly to the needs and practices of high school people would prove popular as well as helpful.

7. Students planning to further their education are in need of information about college life — fraternities, classes, expenses, differences between college and high school, etc.

Suggestions for Rotating Programs

1. *Economic Assistance*
 - a) Taxes and social security
 - b) Labor-management relations in industry
 - c) Applying for a job — written or oral
 - d) Correct business conduct and courtesy (especially for those not in business education)
 - e) An occupational survey — This could be expanded as much as desired
 - f) Development of local industry
2. *Local Citizenship*
 - a) Traffic ordinances
 - b) Fire regulations
 - c) Voting procedures
 - d) Protecting the city's health
3. *Help for the Helpless*
 - a) Preparation of a simple meal
 - b) Simple electrical repairs
 - c) Elementary carpentry for home repairs
 - d) Minor plumbing repairs
 - e) Minor repairs to a car — changing a tire, etc.
 - f) Minor repairs to clothing
 - g) Caring for a person who is ill
 - h) Elements of first aid
 - i) Mixing and applying paints, varnishes, etc.
4. *Building Better Homes*
 - a) Household chemistry
 - b) Practical applications of physics
 - c) Practical applications of biology
 - d) Personal or home budgets
 - e) Banking
 - f) Credit and installment buying
 - g) Consumer education — buying to advantage

The Bradford faculty decided to try only the nonflexible part of this program for the first year. The faculty committee made one addition — a series of auditorium programs.

In operation the plan has had several weak points, but none of these appear to be inherent:

1. Some of the teachers need to make more effort to canvass their own abilities for course offerings. A valuable possibility for a unit of a few weeks' duration was not suitable for a full year of work. Therefore the curriculum was not as rich in real pupil-aid courses as was desired. Instead there were a few offerings which were more in the nature of remedial work or clubs.
2. Pupil assignment was placed upon an elective basis with no centralized effort at guiding students into the courses they needed most. One reason for this was the lack of time for planning before the classes were organized.
3. The auditorium programs did not correlate closely enough with the course content of the special interest groups.
4. All teachers were not included in the pro-



gram. From an administrative viewpoint this is desirable.

Success of the Plan

A strengthened program, therefore, would appear to result from adoption of the rotating program to enrich the offerings, beginning registrations in time to give real thought to pupil placement, and further study of auditorium programs for a possible contribution to the special interest course.

After a year of operation the plan has proved definitely worth a thorough trial. The teachers now have something definite to present in a field in which they are trained and skilled. The pupils in their classes are there because of a recognized need for the kind of work being offered. The faculty no longer dreads this period of the week.

The pupils, too, have expressed the opinion that the program has been helpful. As one student remarked, "This year I am enjoying my Wednesday class because it is teaching me something I needed and could not get in regular classwork."

In presenting this plan we are hoping that others may see in it merit which will warrant a trial during the religious education hour or possibly a guidance program. Wider thinking will develop many more ideas and greatly broaden the offerings.

As religious education becomes more widely adopted by the schools, more and more schools will be found with this same problem of what to do about the pupils who do not enter the religion classes. Here is one solution to that problem which has the advantage of making a real effort to contribute to the child's development. Those who are missing the religious training will not lose entirely the benefits of this period. Perhaps they, too, may have an opportunity to develop a fuller, richer life.

SURPLUS SCHOOL FUNDS FOR POSTWAR SCHOOL CONSTRUCTION

School boards who are contemplating necessary postwar school construction have an opportunity and duty to plan now for the financing of their programs.

Twenty-one states have given municipalities authority to set up reserve funds and finance public construction after the war on a pay-as-you-go basis instead of on borrowed money, according to the Public Administration Clearing House. These states are:

Arizona	New Hampshire
California	New Jersey
Connecticut	New York
Florida	North Carolina
Kentucky	North Dakota
Maine	Oregon
Maryland	Pennsylvania
Massachusetts	Rhode Island
Michigan	Washington
Minnesota	West Virginia
Nebraska	

Almost every one of these states permit the investment of these funds in federal, state, or local government obligations.

In addition, Wisconsin permits cities to set up reserve funds through home rule charter provisions, and Virginia, Oklahoma, and Texas permit local governments to invest in United States bonds.

Postwar Planning for High School Athletics

Winton L. Moeller¹

It would appear that schoolmen who are interested in high school athletics should seriously consider and plan *now* for this phase of the secondary schools' extraclass programs. War has brought to the fore the shortcomings of peacetime athletic programs. Several million men now in the armed forces are being convinced of the value of good physical condition and the benefits of absorbing recreational activities. They will most assuredly demand programs to take care of the needs of all boys and men in the postwar world.

The purpose of this paper is to indicate some weaknesses in the high school athletic program, to suggest ideas for their elimination, to stimulate discussion, and finally to recommend action which will evaluate the present program as well as implement the findings.

When one concentrates attention upon planning for the postwar period he logically thinks of the weaknesses which must be eliminated in order to meet the needs of this after-the-war period. Most of these conditions are not war born at all—they simply stand out in greater relief at a time when great educational adjustments seem inevitable. A re-evaluation of objectives, methods, activities, and procedures is demanded. Let us set down a few of the more serious indictments of present athletic programs and discuss solutions of the most serious charge:

An Answer to the Commonest Criticism

I. A criticism often made, and one which has much basis in fact, is that the school athletic program reaches too few students. Those engaged in athletics need it least.

In considering this statement it must not be assumed that every boy is willing to undergo the training required of those who would represent their school on an interscholastic squad. Nothing is further from the truth.

Some critics have suggested that interscholastic athletics should be abandoned so that all may be given a chance. Will the slow run faster if the fast are handicapped? Would it not be just as logical to abandon the school glee club, the band, and the other special-interest organizations because all students do not participate? These statements are not made to defend the schools' present athletic programs—we do engage too few students. What can be done to offer these valuable activities

to greater numbers? Unquestionably the best approach is the development of a broad, comprehensive program of intramural sports. While this type of program has serious limitations, it does offer much and can be developed to greater usefulness. *Present boys' intramural programs are entirely inadequate.*

The interscholastic program can be made to reach more pupils in two ways:

1. Leagues and tournaments in additional activities can be organized. Team and individual sports, such as softball, volleyball, touch football, soccer, rifle marksmanship, badminton, table tennis, wrestling, boxing, archery, etc., lend themselves to the school program.

2. When sufficient interest in any sport is evidenced to warrant the organization of additional classifications, ways should be found to take care of this interest. It is certain that additional leagues in such popular activities as basketball, baseball, bowling, golf, tennis, and others would be welcomed by students. The "A-B-C-D" classified leagues of the Pacific Coast are outstanding examples of this type of expanded program.

Requisites of an Intramural Program

What are the prerequisites to the carrying out of these suggestions? They are: (a) *additional facilities*, (b) *additional personnel*, (c) *additional financial support*.

Just a word regarding each of these:

Unless school people generally are greatly mistaken, the postwar period will present many opportunities for improving and expanding the school plants. Now is the time to study future needs and to make them known. Most school boards are now making plans for their postwar building programs. Each school's future athletic program will be largely determined by the manner in which present plant limitations are overcome. A careful and thorough analysis of needs, drawn up and agreed upon, by all concerned in each school situation and presented to the proper administrative authority would appear to be the first step in eliminating such inadequacies as are present.

The adequacy of personnel is another subject for careful study. All that needs to be said here is that many excellent teachers will be available after the close of hostilities. Now is the time to determine what specialists are needed for an expanded athletic program and to make the personnel office fully aware of the exact needs. A formal written report is necessary; an informal chat will not serve.

Financial problems will be largely eliminated with the instituting of good admin-

istrative machinery. A modern, business-like scheme of financing, together with aggressive promotion and an alert community-relations program, will eliminate most financial problems.

In this connection some teachers have suggested that most athletic problems would disappear if it were possible for boards of education to completely finance the athletic program. This proposal undoubtedly has much merit, but it is not possible under the present laws of some states; e.g., Ohio.

Better Administration Needed

A few more criticisms of this program are enumerated below:

II. Athletics are expensive.

III. Too much emphasis is placed on winning, with the result that the true purposes of the program are forgotten.

IV. Athletics are a disrupting factor in the school program.

V. Strenuous competition is often dangerous to the health of participants.

While other charges could be set down, they need not be considered here. All of them, when carefully analyzed, point toward the one great weakness of high school athletic programs: *They are poorly administered.*

While the Ohio State High School Athletic Association, the Cincinnati Board of Control of Athletics, and, in some cases, the local school athletic council are contributing factors in the proper administration of an athletic program, there must be a fixing of responsibility for the countless details and continuous planning of the total program in the hands of one person. This person should be granted whatever authority is necessary to successfully do the job. The present plan under which each coach, physical-education teacher, and, perhaps, faculty manager assumes certain isolated phases of this work simply will not serve. To repeat: a person whose horizon is not limited and whose energies are not spent upon one or two sports must do the planning and take care of administering the entire athletic program for all the schools of a city. Each activity can thus be given proper emphasis and support. On the other hand, coaches can be freed of duties which now handicap their chances of producing successful teams.

The fact that the athletic program is not efficiently administered is no reflection on anyone. How can it keep pace with changing needs and new innovations? No one working in the field has the responsibility or the authority to inaugurate new ideas or to evaluate and discard obsolete procedures and practices. It is everyone's

¹Mr. Moeller, who is executive director of the Cincinnati Athletic Board of Control originally prepared this paper as a guide to the study of postwar athletics in the Cincinnati schools. It has general application. — Editor.

business now, and this means no one's. Administration cannot be anything but poor until we fix responsibility and allocate time, help, and supplies to the person delegated.

What has just been said of the athletic program could well be repeated for the physical-education classwork in the large high schools.

In this scheme the place in school of an athletic council is extremely important. Its function is advisory; it will guard against abuses, set local policies, and furnish planning and direction. Any program which touches every person in the school as this one does should be the concern of all — administrators, pupils, teachers, janitors, parents, and special personnel.

The Total Extracurricular Program

The need for co-ordinating all instructional activities for which the school is responsible raises still another question. What is the relationship between the athletic program and the total extracurricular program of the school? Certainly, athletics are simply one of the present-day secondary schools' total extracurricular offerings. This total extracurricular program has been described as an unplanned, uncoordinated conglomeration of activities inserted into the school calendar. Many are inclined to agree with this description.

How does this problem of the total extracurricular program find its way into a discussion of postwar planning for athletics? The position is taken here that no part of the total program will be any better than the complete program. For too long a time athletics has simply belonged to the physical-education department, the band to the music department, and the dramatics to the English department. As a matter of fact, all these are school projects for which the school as a whole is responsible. Such reasoning points toward the formation in each school of a unified democratic method for administering the school's total extracurricular program. If extracurricular activities have not produced the results hoped for, the failure can be traced to administrative weakness.

Summary and Recommendation

In summary: This discussion suggests that the postwar period, which will be a time of great educational readjustment, offers splendid opportunities for correcting the weaknesses of the athletic program.

The first and all-important step in the cure is a complete revamping of the machinery for administering the total extracurricular and, specifically, the athletic program in each school. It is hard to see how the administration of athletics can be divorced from the administration of the total health, physical, and recreation program.

The author makes the further recommendation: In view of the fact, that the discussion raises many questions concern-

ing the extent and scope of the boys' postwar athletic program, by direct reference and implication, and there appears a need for a complete evaluation of the present program, including administrative procedures, and the problem is extremely complex and variable, it is recommended that each high school principal appoint his best-qualified man to serve on a city-wide post-

war planning committee for high school athletics. The director of physical education and the secretary of the athletic board of control should logically complete the membership of this committee. This committee should be charged with studying the present programs of all schools and making specific recommendations pointed toward their improvement.

Boards of Education I Have Known

Chas. J. Dalthorp¹

During the 15 years I have served as a superintendent of schools I have sat in on the "bull sessions" of innumerable county, district, and state teacher association conventions where one of the favorite topics of discussion has been boards of education. I have heard board members cussed, berated, maligned, and burned at the stake. The chief complaint seems to be that some reactionary crank or feather-brained nitwit has found his way into the educational sanctum sanctorum of the community and wishes to usurp the prerogatives of the superintendent and run the schools.

I have listened attentively and sympathetically. Most of the time I have been amused. Perhaps at times I have been disappointed because I have not been able to enter the discussions with rancor and feeling. I have had my colleagues jibe me and say that I did not know the score or that I was just plain lucky because I have never been blessed with one of these recalcitrant community undoers. Once or twice I have been accused of being a political fixer who selected school-board members so everything would be tranquil on the local high seas of administrative pedagogy. I am as much at sea for the reason for good board members now as I have ever been. I have never had an individual on a board of education whom I have not respected and enjoyed. I have never found a board or an individual on the board who has not been honest in the transaction of school affairs. I have never found a member who was not willing to sacrifice his own interests for the interests of the group as a whole.

The Aberdeen schools operate under an independent charter with five board members elected on a nonpolitical ballot for terms of three years. Two members are elected in even numbered years and one member in odd numbered years. Over a period of 15 years men representing the following businesses have served on the board of education: brick contractor, *Farm Weekly* editor, laundry manager, bakery owner, creamery manager, wholesale leather

merchant, insurance salesman, automobile dealer, two doctors, automotive wholesaler, division freight agent, chain-store manager, retail printer, and state insurance supervisor. From this group five were college graduates, eight had finished high school, while three had less than high school educations. All of them were good businessmen and highly respected in the community.

A Working Policy That Works

Perhaps the general working policy of the local board has made it function harmoniously. The group agrees at its organization meeting each year that when there are disagreements, these disagreements will be confined exclusively to the board meeting room. When a decision is reached by a majority of the board, no member will attempt to alibi his position outside of a meeting. On rare occasions when a member does get out of line and talks outside of a meeting he is reminded of his obligation at the next meeting. The plan has worked so well that the community good-naturedly refers to the board as a "closed corporation." All members realize that the board is a policy-forming body and that the execution of policies is to be delegated to the superintendent of schools. The members have been so insistent upon this policy with each other, no member dares to violate it. The public has become familiar with this policy and does not attempt to go directly to the board.

The superintendent has learned he is not to discuss board matters with anyone but board members. With the board members and the school administration observing these simple general policies there are no questions to answer or apologies to make in board meeting.

Yes, Aberdeen is a typical American city. It has politics, misunderstandings, and shortcomings. Politics have never entered the schools. The public has come to recognize education as the greatest asset of this prairie community of 18,000 people. It recognizes its schools as the most valuable resource it possesses. It guards this resource through cooperation and protects it from groups or individuals with ulterior motives.

¹Superintendent of Schools, Aberdeen, S. Dak.

The School-Work Program in Philadelphia

L. W. Kindred¹

Vacation employment certificates were issued to nearly 12,000 high school youth in Philadelphia during the summer of 1943. These young people took many different kinds of jobs in business and industry at wages higher than any they had ever received before. This fact raised the question of whether many of these boys and girls would return to school when the doors opened again in the fall.

This question was important in view of a sharp decline in senior high school enrollments during the preceding three years. Whereas, there were 50,000 pupils in the senior high schools in September, 1940, the figures stood at 38,000 in September, 1943, a decrease of almost 25 per cent. Some of this loss was due to the declining birth rates of an earlier period that had caught up to the senior high schools, but most of it came from dropouts for employment.

Faced with the possibility that many of these boys and girls who were working during the summer of 1943 would not return to classes, the superintendent wrote a personal letter to each one of them suggesting their return to school and telling them, at the same time, about the new school-work program.

They were advised that they could still work and go to school too; that they need not lose their income or the chance of graduation from high school. The work they were doing would be counted as part of their school program, for which they would receive credit.

Before this announcement was made, the idea of the school-work program was discussed with representatives of business and industry, who endorsed the plan without hesitation. It offered for them a source of labor which they regarded as essential to the continuation of their business, although this area had not been declared one in which there was a critical shortage of labor.

The plan was summarily launched with the opening of school last September; it included 16 senior high schools and 25 junior high schools. Each school was given almost complete freedom to work out the details of the plan which best fitted the local situation. Certain suggestions regarding organization and procedure were made by the Central Office Director, although, in general, program development was left in the hands of individual schools.

The Changed Roster Arrangements

The problem was not an easy one for

these schools to work out because their rosters had been planned over the summer without any provision for those pupils who might want to go on the school-work program. Some schools set up committees to administer the program, while others placed the responsibility in the hands of the roster chairmen. All schools utilized the services of counselors who were given the responsibility for interviewing each applicant and organizing his school-work schedule, with final approval by the director or the roster chairman.

The schools were given a blanket authority to adjust individual rosters at any time during the year for those who had jobs and who wanted to continue school or for those who wanted jobs as a part of their school program. Under this arrangement, some students are excused early so that they may work in the afternoon; others who work at night are scheduled for late classes, thereby permitting them to have additional sleep in the morning. Even the pupil who takes a full-time job may continue his education at the standard evening high school. If he is subsequently changed from a day shift to a night shift, he can then return to school for regular instruction.

Another type of roster arrangement was introduced in four junior high schools and three senior high schools at the beginning of the second semester. This is known as the unit group with block roster arrangement. It means that certain pupils attend the same classes either in the morning or in the afternoon, depending upon the time of their outside employment. They join other pupils in school only for classes in electives and physical education. Unless there are enough pupils on the school-work program in each grade to justify separate class sections, they are scheduled together without reference to the grade in which they belong.

Although the unit group plan has been in operation for a short period of time, certain advantages are claimed for it. The principal advantage seems to be the reduction of work in adjusting individual rosters. It also permits teachers to give attention to the vital problem of relating school and work experience, and it is hoped that they may spend half of their regular school day in supervising pupils on the job. Lastly, those who support the unit group concept maintain that it develops in pupils a sense of belonging to an important unit of the school.

The Children Enrolled

Who are the 3000 pupils now enrolled in the school-work program in Philadel-

phia? About one half are boys and girls in the lower age group who, in many cases, would normally tend to drop out of school upon reaching the compulsory age requirement of 16 years. Excepting in a few isolated instances, the program is not open to those who are enrolled in college-preparatory, secretarial, nursing, or vocational trade curriculums. Most of them are either in a general curriculum or an industrial curriculum, with the exception of those in junior high school who follow a block schedule for the seventh and eighth grades. In one school no pupil is allowed to sign up for the combination of school and work unless she is 16 years of age or older and is in either 11B, 12A, or 12B.

There are certain requirements which must be met by each pupil who is permitted to take part in the school-work program. He must have three forms filled out, one giving the consent of the parents, another expressing the employer's wish to hire the student for a particular job, and finally, he must secure working papers from the certificating office of the public schools. These papers are sent to the employer after the child has passed a physical examination. Furthermore, the job for which he applies must meet the requirements of the state and federal laws. Many children who sought working papers had been employed illegally and frequently at lower wages than those paid in lawful employment. After these conditions are satisfied the child is then eligible to take part in the school-work program and receive credit for the work that he is doing.

School Credit for Work Experience

Credit for work experience is given in every secondary school participating in the program. The range is from one to one and a half units per year, with some schools limiting the total number of earned credits to three, plus an additional credit for gymnasium if the work outside involves physical activity. None of the credits are used in lieu of a major subject, but simply count as credit toward graduation. The credit which is received in this new program should not be confused with that usually given for apprenticeship training in regular vocational and clerical programs where technical experience counts as a substitute for actual subject matter.

Any outside job carries credit for reasons that are clearly stated in a report from one senior high school which says, "Even though a pupil's work experience may have little in common with his program in school, the work habits which he acquires and the discipline associated with successful work justify the granting of

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'general work experience' credit." Those who receive credit are expected to present evidence of competency on the job through a written report from the employer.

It might be well to ask at this point what the jobs are like which these boys and girls are doing. In one school four out of ten children work as laborers or unskilled workers at jobs which offer no opportunity for acquiring skills and which will probably not be marketable in later years. In another school one fourth of the pupils on the school-work program are employed as salespersons or junior clerks. Some are ushering in motion-picture houses, while a good many work as bus boys and dishwashers in restaurants.

The distribution in one girls' high school shows that 15 are employed in garment manufacturing, 15 in office work, 12 in special work, 12 in cafeteria work, 10 in sales work, 6 in factories, 1 in domestic service, 1 as office receptionist, and 1 in a day nursery. The problem of placement is complicated considerably in schools where there is a high percentage of Negro pupils; a good many of these youngsters are working in cafeterias, operating power machines, or doing various types of menial work.

The Labor Standards Analyzed

At the junior high school level, the employment of those under 16 years of age during the school day is restricted to narrow fields, principally in local retail stores which are not engaged in interstate commerce or the processing of goods. These children also work as stock boys, bus boys, and messengers. There are, however, a number of jobs for both junior and senior high school pupils which appear to have real educational and vocational value.

The public schools sought the cooperation of employers regarding the number of hours that pupils should work. They agreed that the school-work plan would be regulated by prevailing standards for child labor, which permit those in the 14-to-16-year age group to work 44 hours a week with time in school counted as a part of the work load. However, an analysis of the hours worked by pupils in one senior high school shows that four out of ten are working a full shift of 40 or more hours a week; that two are working from 30 to 39 hours a week; three are working 20 to 29 hours a week and one is working less than 20 hours a week. In addition, all are carrying three academic subjects a day.

This same analysis shows that out of every ten pupils on the school-work program, one works from 8 a.m. to 4 p.m., two work from 4 p.m. to 12 midnight, one from 12 midnight to 8 a.m., and six in the afternoon and on Saturdays. Junior high school pupils in a representative school were found to be working 29 hours a week in addition to taking 15 hours of classwork. Those who are under 16 years of age are restricted, for the most part, to

4 hours of outside work daily. The counselors are quite willing to admit that many of these loads in the junior and senior high schools are entirely too heavy.

The cooperative arrangement between the public schools and employers did not cover a wage scale by age groups or types of work. It was found that the range in pay among the boys working in one high school is from 35 to 65 cents an hour with an average between 40 and 50 cents an hour, although in the earlier part of the year some made as high as \$1.25 an hour working as longshoremen in loading and unloading boats. The prevailing range for the junior high school pupil goes from 35 to 55 cents an hour, with an average of 45 cents.

These pupils are free to change jobs at any time during the semester, with the result that many change jobs to suit themselves without much chance of their being checked at the time. As one counselor explained it, "There are so many details connected with the school-work program that it might be the end of the semester before we would catch up with the boys who had changed their jobs or who had given them up completely without notifying the school." Some schools check this point carefully every six weeks before report cards are issued. With better cooperation from employers in returning work permits to the school and an increase in time for supervision, it is expected that this weakness can be corrected.

The Supervision in Force

General supervision is now handled by two central staff supervisors who contact employers throughout the city. Their work is supplemented from time to time by visits from counselors, teachers, and directors who are concerned primarily with specific jobs on which pupils from their respective schools are working. It is thought that this problem will be worked out in the future through the unit group plan which will release teachers for a half day for supervision. The central staff is also introducing a weekly time record which the employer is asked to fill out and send to the school. This record, in reality, is kept by the pupil who asks the employer to sign it at the end of the week. It is then given by the pupil to the teacher in charge of the program. Along with this weekly time record the central staff is likewise planning an evaluation report from the employer every six weeks in which he states whether the pupil's services are satisfactory or unsatisfactory and makes any comments that he believes would be helpful to the school. This periodic evaluation will then be supplemented by systematic visitation by those teachers handling unit groups for half the day. In any event, before credit is given at the end of the semester the pupil must present evidence of competency on the job through a letter from the employer. The

manner in which supervision is now handled is justified on the grounds that the program is going through an organizational period until such time as more complete field service may be given.

Under these circumstances, it is apparent that teachers who have these pupils are handicapped in the matter of relating class instruction to experiences on the job because they are not acquainted with the nature of the work which the various pupils are doing. Some attempt is made to relate classwork through discussion of such topics as social security, pay rolls, family living, taxes, child labor laws, letters of application, and vocational interests. Discussions on these topics take place in regular classes which include English, social studies, mathematics, physical education, and possibly an elective. Even in the unit group plan the fundamental problem of curriculum has not undergone any systematic revision in keeping with the needs of the boys and girls whose regular school day is now divided between work and classes.

Real Benefits of the Program

In spite of certain limitations that are apparent in the school-work program, those who have followed its development carefully point out the many benefits which have resulted. Enrollments from September 1, 1943 to February 1, 1944, in comparison with a corresponding period for the school year 1942-43, show a decline of 13.1 per cent in dropouts due to employment. This holding power of the school is reflected in the enrollment figures for a typical senior high school in grades 10A and 10B where the largest number of dropouts normally occur. During the first semester of the school year 1942-43, 17 per cent of the 10A's and 24.5 per cent of the 10B's had left school; whereas during the first semester of the school year 1943-44, only 12 per cent of the 10A's and 17 per cent of the 10B's had left school. There is very good reason for believing that the school-work program was in large part responsible for this decline.

The attendance record for February of the current year throughout the school system as a whole was better than at any time since the war began. Teachers and counselors enumerate case after case of pupils on the school-work program now attending classes regularly who were previously truant. Discipline also seems to have been eliminated among a number of these pupils who are now more willing to conform to school standards and to do required classwork. Some counselors point out that the relations between the school and the pupil are greatly improved; that pupils feel that the school is interested in their welfare, and they are more willing to seek help in personal matters which touch upon work and family life.

(Concluded on page 75)

In-Service Education of Teachers

H. H. Helble¹

The *study of administration*, says Professor Floyd E. Reeves, has for its purpose developing principles or hypotheses that are democratic, workable, internally consistent, and generally applicable to groups organized for a variety of purposes.

What is a *principle*? A principle, says Professor Leonard D. White, also of Chicago, is a hypothesis so adequately tested by observation and/or experiment that it may intelligently be put forward as a guide to action or a means of understanding.

The most important activities of administration are (1) *planning*, (2) *personnel management*, (3) *co-ordination*, or correlating all activities of the organization. In-service education of teachers comes largely under personnel management although in part also under planning and co-ordination. Co-ordination may be classified variously. There may be vertical and horizontal, formal and informal, internal and external co-ordination.

We are here particularly concerned with the first two aspects of co-ordination—vertical and horizontal—although no executive can ignore the others. *Vertical co-ordination* is a line or command function, and is indicated on a chart of organization by solid lines running from the most important chief executive at the top of the organization down to the least important personnel group or employee at the bottom. *Horizontal co-ordination* is a staff activity—advisory, counseling, informative in nature—and is indicated on a chart of organization by broken or dotted lines clear across the board. Without the spirit of cooperation and good will horizontal co-ordination is impossible of achievement.

Query: What am I as a school administrator doing to develop horizontal co-ordination within my organization? What is the relationship between in-service growth of teachers and internal, horizontal co-ordination?

There are two kinds of authority—*authority of command* and *authority of superior knowledge*. An administrator should never depend on his authority of command; that is, never issue an order or a command, if he can achieve the same purpose by his authority of superior knowledge. Special subject supervisors in their relationships with teachers and with building principals almost always must depend on their authority of superior knowledge in order to get along.

Query: What are the implications of this administrative principle for promoting in-service growth of teachers?

In the administration of any organization it is essential that there be (1) *unity of purpose*, (2) *unity of management*, (3) *unity of action*.

Unity of purpose means that there must

be agreement of the entire personnel on the ultimate goal or goals of the organization. *Unity of management* means one manager, one plan, and the entire organization working in accordance with that plan. These two result in and are inevitable prerequisites of the third, namely, *unity of action*.

Query: Without regular and systematic attention to in-service growth of teachers, how else can my organization expect to achieve unity of purpose, unity of management, and unity of action?

Planning an Administration

Planning is the most important part of administration although some authorities claim that personnel administration is even more important. Most executives do not plan enough. The clerk type of administrator takes refuge in signing papers and performing routine administrative matters. Fayol, leading French authority on administration, says, "To plan is to study the future and to arrange the plan of operations." Please note the emphasis upon "studying the future." There are two kinds of planning—*planning policies* and *planning the execution of policies*. It is easily seen that planning must not be separated from action. Action necessarily involves the personnel, and participation in planning by those who carry out the plans is clearly implied. In other words, persons who execute policies should participate, at least in part, in formulating those policies. Additional axioms are suggested by this principle, but space does not permit discussion here.

Observance of this principle results in democracy as well as efficiency. Without democracy in an organization and the "we" and "our" feeling, horizontal co-ordination and cooperation will be missing. In short, policy making is a group function while execution of policy remains an individual function. The usual argument of the administrator—lack of time—really means lack of will and ability to plan. It is also a confession of not knowing how to capture and harness the latent, undiscovered, and unexplored resources and abilities to plan that are inherent in his personnel. We must not confuse authority with execution of authority. Authority must be centralized; the execution of authority should be decentralized.

Query: What contribution can I make in administering my local classroom, school, or school system, in helping find a way toward solving the great dilemma of democracy; namely, the reconciliation of dangerous centralized authority and control with the apparent inefficiency of decentralized execution of authority? A way must be found for solving this dilemma or we lose democracy.

The lack of planning is directly related to the unwillingness of many executives to delegate. To delegate authority means to

assign to another the power to act in the place of the person who holds such power.

Most administrators do not delegate enough. Delegation of authority should be commensurate with responsibility. Being responsible means being held accountable. Personnel should not be held responsible unless sufficient authority accompanies the responsibility. When authority has been delegated, the administrator no longer possesses it though he can always recall it. To delegate responsibility means to share with another a duty, a charge, or an obligation. Administrators have a tendency to delegate responsibility without delegating authority; personnel tend to desire authority without responsibility.

Query: What implications does this principle of delegating authority and sharing responsibility suggest to the overburdened school executive who feels that he, alone, bears the full impact of pressures? What does this principle suggest to democracy-and-individual-rights conscious teachers who feel they have no voice now in shaping and executing policies?

The Larger Function of Personnel Administration

It is the function of administration to select, promote, demote, transfer, discipline, and determine the compensation and retirement of personnel. Some personnel authorities, however, contend that even more important than any or all of these the most important function of personnel administration is the *stimulation, inspiration, improvement, and growth* of personnel. It may be considered both as the ultimate goal of in-service, up-grading education and as the best method of obtaining in-service growth. Without internal co-ordination there can be no external co-ordination. Growing, loyal, stimulated, inspired, and enthusiastic personnel on the inside of the organization are likely to mean satisfied, enthusiastic, and loyal patrons, parents, pupils, customers on the outside.

Query: What are the implications of this concept in developing a policy of public relations?

For large institutions and enterprises, authorities suggest that the head man devote roughly one third of his time to long-range planning, one third of his time to internal personnel co-ordination, and one third of his time to external co-ordination, or reconciling the many activities of his organization with the outside world.

Query: What are the implications of this measuring stick applied to how school administrators spend their time?

Many additional insights, implications, and interrelationships to in-service education and growth of teachers are suggested if we meditate further on the few administrative principles thus far enunciated. It may be stated as an axiom that happy,

¹Appleton, Wis.

loyal, enthusiastic, inspired teachers are ready and eager for professional growth. We have many such teachers devoting their lives to their profession and growing in service. Financial remuneration for such effort is not the only reward, though important, for every good teacher has long since discovered that the other values, plus cash, are the real measure of compensations derived from teaching.

Teachers who testify to positive influences on themselves and their work state that having good professional leadership, a spirit of cooperation and understanding between principal and faculty, and committee work in solving school problems are among the media which stimulate their professional in-service growth.

The conscientious administrator who believes in in-service education and growth for both administrators and teachers will be asking himself some of these questions:

Points for Self-Examination

Within the limits set by law, the state department, and my board of education, do I have a plan of operation? Is my personnel acquainted with the common purposes of the organization? What goals have been set before my teachers for achievement in the coming year? Is each of my personnel aware of the special contribution he/she can make toward the achievement of this common goal?

Has the personnel had a share in formulating the plan? Is the plan flexible, or will it be followed regardless of time, place, changing conditions; will it be followed or imposed regardless of the personnel in general or the particular personnel with whom I have to work this year?

Do I regularly meet with new teachers in the school system or in my building, and especially at the beginning of the year to acquaint them with the plans, policies, and procedures of the organization? Has provision been made in the structure of my organization for co-ordination within the organization? Are informatory meetings of teachers held to acquaint them with the work and problems of teachers teaching at other levels of the school hierarchy? Are there similar meetings between teachers and the board of education? Between teachers and parents?

Are channels left open so that suggestions from the personnel can flow up through the hierarchy of officials and also directly to me, as chief? Are such suggestions acted upon from time to time in accordance with their merit or are they pigeonholed? Do I depend too much upon formal, cold, mechanical co-ordination as evidenced by staff meetings of administrators and heads of departments only, or do I also make provision for informal co-ordination, such as informal group meetings of teachers, social and personal contact, and through the local teachers' association? Do I conduct teachers' meetings, or do teachers participate in planning and conducting such meetings? Do I use the services of local, state, and national teachers' groups for the solution of our problems or am I indifferent or antagonistic to such assistance?

How much does my administration depend upon the authority of command to get things done and how much upon the authority of superior knowledge? Do I delegate authority sufficiently? What kinds of functions do I delegate—functions of major importance or petty, inconsequential, or even unpleasant functions? Do I delegate the important ad-

ministrative function of planning to my personnel, because I am incapable of or too busy to plan, or because I really believe that planning should be democratically shared? Am I willing to delegate authority as well as responsibility or do I tend to escape it, if possible? What am I doing to enable my personnel to grow to the extent of being willing to assume delegated responsibility along with delegated authority?

In reserving the making of policy for myself, do I unnecessarily deprive my personnel of opportunities for in-service growth? If it is true that the *sense of responsibility* engendered in individual youths engaged in the armed services or by those engaged in work experience is the single, most important medium that helps them mature, how can I employ this experience in helping immature teachers grow up? Is my hesitancy in delegating responsibility and sharing the making of plans due to a mechanical, utilitarian, cold concept of efficiency, or do I believe that efficiency must be warm, social, human, and, like happiness, subtle?

Has our school system prepared teachers' guides or handbooks, regularly revised, containing essential information and policies pertaining to the local schools and community? When engaging teachers in the spring or during the summer, do I see that their in-service education begins then, or do I delay until the opening of school? Are the marking system, counseling, and other aspects of pupil personnel accounting carefully explained to teachers from time to time? Are these matters presented as final and complete, or are they presented as growing, developing, changing, with constant suggestions and improvement requested? What provisions exist for acquainting teachers with wider aspects of community relations and other social groups and activities, such as an understanding of taxation and how schools and government are financed; benefits and services available through regional, state, and national teachers' associations; teacher retirement systems, state and federal aids, tenure, pressure groups, PTA's, legislation affecting schools and teachers, cooperatives, credit unions, relations of schools to war aims and international understandings, interrelationships between education, labor, industry, and agriculture, etc.?

Human and Inspirational Administration

Are teachers given visiting days in their own building or system in order to promote internal co-ordination and in-service growth? Do I utilize workshop or institute techniques for attacking our local school problems and thus improve the work of the schools through teacher growth?

Do I realize that the professional growth of teachers depends, to a large extent upon recognition?

Do I stimulate and inspire the growth of teachers by deliberately encouraging and permitting them to perform acts and discharge functions requiring discretionary authority on their part? Or is my administration so orderly but so dehumanizing in its effect upon individuals that it suffers from "drowsy precision" in the words of one great administrator? Do I realize that centralization of authority does not necessarily require centralized execution of authority?

If I am an administrator of rural or urban education, have I thought through with my

teachers recent population trends, birth rates, migration, ratio of rural children to rural adults, ratio of rural to urban income and their implication to rural education? What are the implications of social, economic, and educational conditions in rural America to the future welfare of America?

Have plans been made with my personnel to think through the implications of the G.I. Bill of Rights for Veterans, recently signed by the president, how the work of the armed forces may affect public education, curriculums and methods of teaching employed in G.I. and war-training-for-industry classes, the latest trends in visual-auditory aids, the latest discoveries in child and human development, and the problems which the schools and society will face as a result of demobilization and readjustment?

Doing Things With Teachers

In planning a program of in-service education with my teachers do I realize that the study and attack on problems facing teachers offers one of the most fruitful fields for in-service teacher growth? Is my in-service education something done "to" teachers or something done "with" teachers? In planning school buildings do the board, the superintendent, and the architect do the planning, or are principals, teachers, and other school personnel consulted? Can a democratic end be expected if the method chosen for doing it is bureaucratic?

Does my system provide for training to both pupils and teachers in cooperative group action? Am I providing opportunity for both pupils and teachers in developing techniques of conducting group discussions, effecting democratic compromises, and organizing fruitful committee and group activity around common problems that clamor for solution? Is it true that achievement of democratic goals of greater ability in self-direction and in co-operation by pupils requires, first of all, that teachers have full opportunity of growing in these abilities?

Are teachers, as well as the board of education, administrator, and patrons, encouraged to set up measuring and evaluating techniques? Do I see the interrelationships between teacher groups who set up standards for evaluating results of their own work and a self-disciplining administration? Are teachers encouraged to meet with parents, pupils, alumni, to work on specific school problems? Have I read the suggestions on "Building In-Service Morale" in the 1944 *Yearbook of the Association of American School Administrators*?

The Great Executive

Reflecting and meditating on all this, do I now see that human administration creates morale, enthusiasm, loyalty, and desire on the part of the personnel to grow, and that without stimulation and inspiration by the leader my administration may become machinelike in efficiency, perhaps, but also inflexible, rigid, inhuman, and stultified? If I do, I then know what one of America's great public servants, a successful administrator, meant when he said: "*The great executive follows principles; the mediocre, precedent.*"

The greatest difficulties, once overcome, make the largest contributions to our lives.—Roy L. Smith, *Minnesota Journal of Education*.



General Exterior, Werner Park School, Shreveport, Louisiana. — Samuel G. Wiener, Architect, Shreveport, Louisiana.

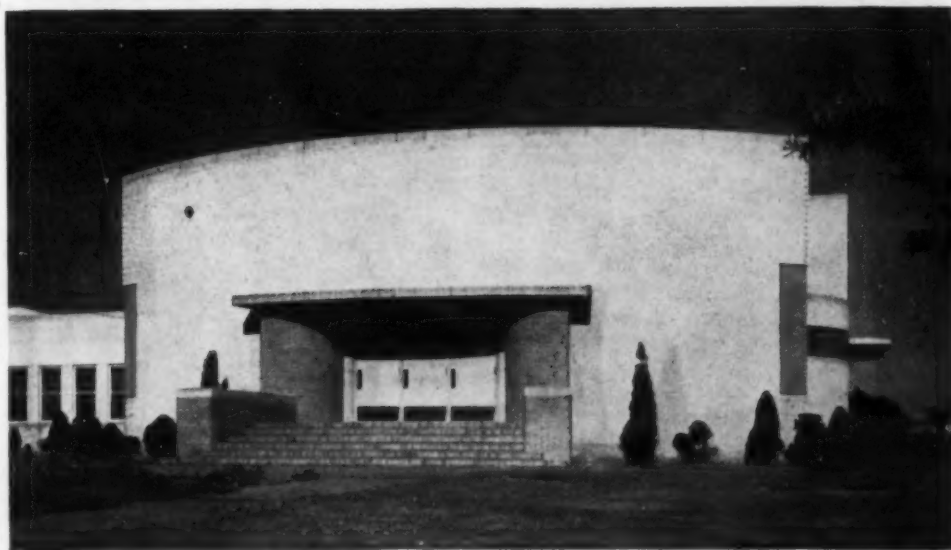
The Werner Park School Shreveport, Louisiana

Samuel G. Wiener¹

Werner Park is a recently developed suburban area lying along the western edge of the industrial section of Shreveport. Since the nineteen twenties the elementary school requirements of the area were served by two one-story frame buildings. These structures were "temporary" and were erected as stopgaps until the population growth should require larger and more complete buildings. As is so often the case, the sudden growth in enrollment awakened the community to the inadequacy of these structures to meet the school needs.

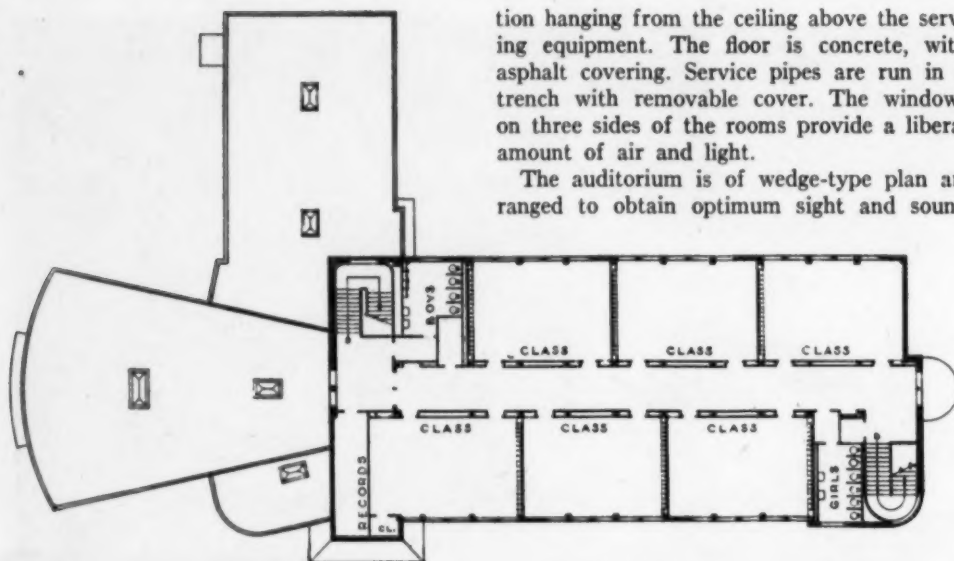
In 1941, the Caddo Parish (county) school board, acting under the advice of the late superintendent of schools, Mr. E. Weldon Jones, decided to replace the old buildings with a modern fireproof building, dignified in design, and arranged and equipped for the present-day instructional program.

The existing site was considered adequate



The auditorium entrance as viewed from a side street.

¹Architect, Shreveport, La.



Second Floor Plan, Werner Park School, Shreveport, Louisiana. — Samuel G. Wiener, Architect, Shreveport, Louisiana.

both in location and size. The plot is 436 feet square and has excellent natural drainage. It is level enough to utilize for the entire property for play purposes. The extreme difference between high and low elevations is only 9 feet.

The basic requirements of the plan were a building of 11 elementary classrooms, a cafeteria, and an auditorium. It was required that the building be of fire-resisting construction. Fortunately, the codes governing the design and construction of school buildings in Louisiana are not based on standardized units of area, dimension, orientation, etc.

The planning of the building was the result of a collaboration between the superintendent of schools, the assistant superintendent, and the architect. Although in some details, the building does not conform to certain universal standards, the planning was based on the teaching and community requirements of this school, subject to certain regional conditions.

The classrooms are oriented to obtain north and south exposure. These rooms are used for classes beginning with the first grade and including the sixth. The rooms average 21 by 31 feet in size, and have five double-hung windows, each so located as to give a blank wall space of 6 feet along the forward end of the room. Draught windows serve to increase the ventilation and to give light to the corridors. Each room is supplied with lockers, cabinets, and a teacher's closet.

The classroom walls are plastered and each room is painted differently in carefully chosen colors. A generous amount of tackboard and flush metal picture molding is used in each room. The furniture varies in type in accordance with the teaching requirements of the various grades.

The cafeteria is planned as a wing on the south side of the building and is arranged for direct access from the classroom section and from the exterior. Service to the kitchen is from the far end of the wing. The ventilation of the kitchen is facilitated by a parti-

tion hanging from the ceiling above the serving equipment. The floor is concrete, with asphalt covering. Service pipes are run in a trench with removable cover. The windows on three sides of the rooms provide a liberal amount of air and light.

The auditorium is of wedge-type plan arranged to obtain optimum sight and sound

persons it was decided that the community use of the building, which occurs mostly at night, should dictate the direct entrance from the exterior. The auditorium, the stage, and the dressing rooms are also entered directly from the classroom section. When on rare occasions, larger dressing rooms are needed, adjoining classrooms in the building serve the larger groups.

The dressing rooms are well lighted and privacy is assured by the glass masonry in the exterior walls located above head height. Each dressing room has a toilet room.

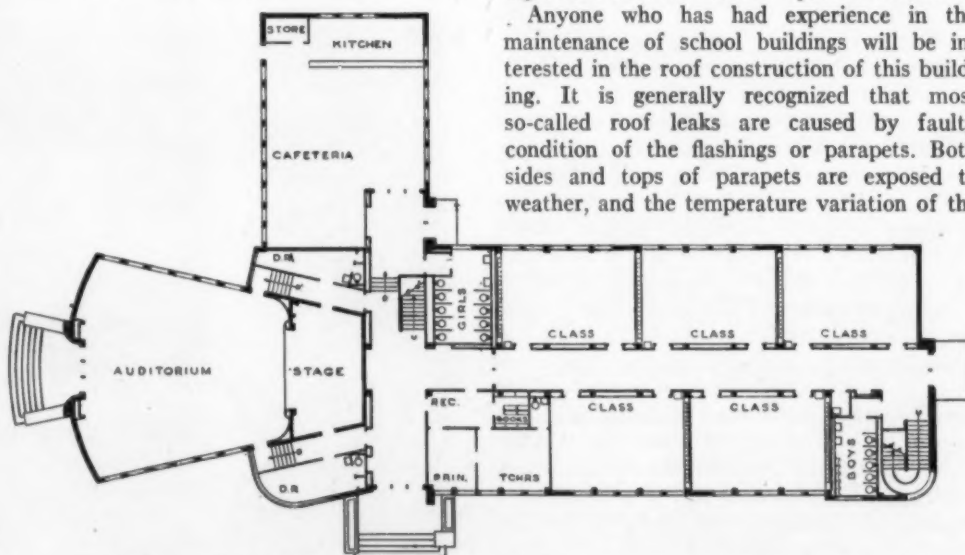
The stage is planned and equipped for minor dramatics, and has electric-light control for a variety of effects, without the installation of footlights.

The stairs are located near the entrances and are designed to obtain the utmost in safety. The treads are of terrazzo, with non-slip edges, and the landings are provided with directional curved walls. Bright natural illumination is obtained by the use of large areas of glass masonry in the exterior stair walls. Other safety features include the absence of well openings between flights and a high protective rail.

The corridors and stairs are provided with sanitary cove bases to aid in maintenance. Sound reduction in the corridors is obtained by the use of acoustic-tile ceilings. The corridors are provided with control doors on each floor. This makes possible the use of the cafeteria and the auditorium, while the classroom section may be closed to the public. This is especially useful when the auditorium is used for community purposes after school hours.

Toilet rooms for boys and girls are located on each floor near the stairs and the entrances. These rooms are equipped with especially designed partitions, constructed of hard cement plaster, set in metal frames, and rigidly hung from above. The partitions are not in contact with the floor at any point. This feature simplifies the cleaning of floors and avoids the usual difficulties of maintaining these contact areas in spotless condition.

Anyone who has had experience in the maintenance of school buildings will be interested in the roof construction of this building. It is generally recognized that most so-called roof leaks are caused by faulty condition of the flashings or parapets. Both sides and tops of parapets are exposed to weather, and the temperature variation of the



First Floor Plan, Werner Park School, Shreveport, Louisiana. — Samuel G. Wiener, Architect, Shreveport, Louisiana.

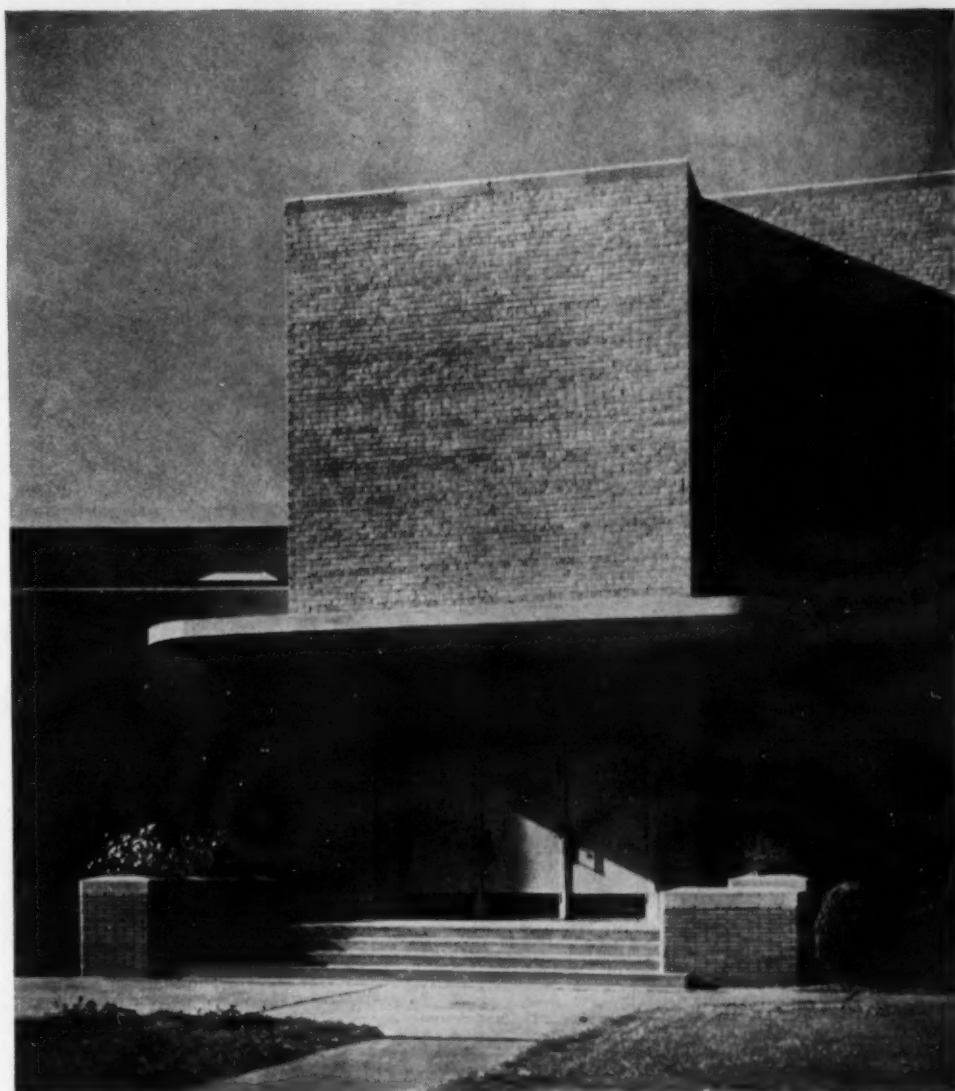
¹ Bossier, La., High School (SCHOOL BOARD JOURNAL, November, 1944) and Winnfield, La., Elementary School.

parapet is far in excess of that of the exterior building walls. These differences in temperature cause excessive expansion and contraction which result in cracks and checks. In the Werner Park School the parapet has been completely omitted and the roofing material is flashed into the coping. In addition to the benefits of insuring a waterproof condition at the exterior walls, this omission also decreases the original cost and the maintenance of the building. The rain water is carried off the roof by means of concealed cast-iron downspouts, avoiding the use and maintenance of exposed gutters and downspouts.

The planning and design of the building are based entirely on an analysis of the needs and requirements. The design reduces all parts to the simplest form consistent with its function, and the use of unnecessary details and decoration is eliminated. The resulting masses and outlines are thus a fully functional expression of the construction and inner use areas rather than a conscious effort to design a building in a specific "style." This quality is most apparent in the exterior of the auditorium and dressing room section where the interior arrangement of the auditorium is readily observed in the exterior form.

Simplicity is further obtained by the manner in which the several exterior materials are used, rather than by employing ornamentation or extraneous details. The exterior walls are of standard size light Perla brick. A special 1½-in. thickness dark brick is used at window and door jambs. This variation of size and color forms an interesting contrast.

The movable wood furniture in the work and classrooms was made under the supervision of Superintendent Rosco White in the shops operated by the school board. A considerable saving was effected and the furniture was made to conform with special requirements.



Pupils' entrance to the Werner Park School, Shreveport, Louisiana. — Samuel G. Wiener, Architect, Shreveport, Louisiana.



The auditorium has been found adequate for all school exercises and for the usual type of community programs.



A typical classroom with furniture planned to encourage informal work type activities.

A Complete Neighborhood School Plant

The Riverside School, Elmira, New York

The construction of a new school in the city of Elmira, N. Y., to replace the old Riverside School, had been felt as a pressing need for several years. The original building had been erected in 1889, and during the half century of its existence this section of the city had not only grown, but also the changing demands of the educational system and of community uses had made its facilities entirely inadequate.

Therefore, one of the city's first projects as a part of its participation in the PWA program was to provide a suitable building to serve this district. Mr. Robert T. Bickford, registered architect, was engaged by the board of education, and under his supervision the building was designed and constructed.

The school property faces a residential street of average, well-kept homes. The neighborhood is composed of established property owners. On the east, and adjoining the school grounds, is a large public park containing ample play space and playground equipment. The park contains no concessions or commercial facilities, and therefore provides an excellent area for the use of children.

The problem confronting the architect had several important considerations. Lack of available space in other schools made it necessary to retain the existing building during the construction of the new one. Present-day educational methods required that several special purpose rooms be provided, and these must be properly related to the age groups of the students using them. Other facilities were necessary which would serve for community activities and at the same time contribute to the primary function of providing adequate educational facilities.

Because the building was to be started at the beginning of winter, the architect decided on the steel skeleton-frame type of construction, with reinforced concrete foundations and floor systems and a steel roof deck. This method permitted the outside shell of the building to be completed in the least possible time, and thereby enclose the building so that the interior work could be carried on during the severe winter weather.



Entrance Detail, Riverside School, Elmira, New York. — Robert T. Bickford, Architect, Elmira, New York.

The exterior design of the school is an interesting adaptation of American classic architecture with a distinctly modern feeling. Walls are of variegated soft tones of red brick trimmed with Indiana limestone. The windows are wood, with the exception of the shower rooms which are of aluminum, and in the boiler room where they are of steel. All exterior doors and frames are also made of steel.

The entrance vestibules are lined with soft brown Appalachian marble surmounted by a plaster cornice. In the floors are recessed mats surrounded by quarry tile borders.

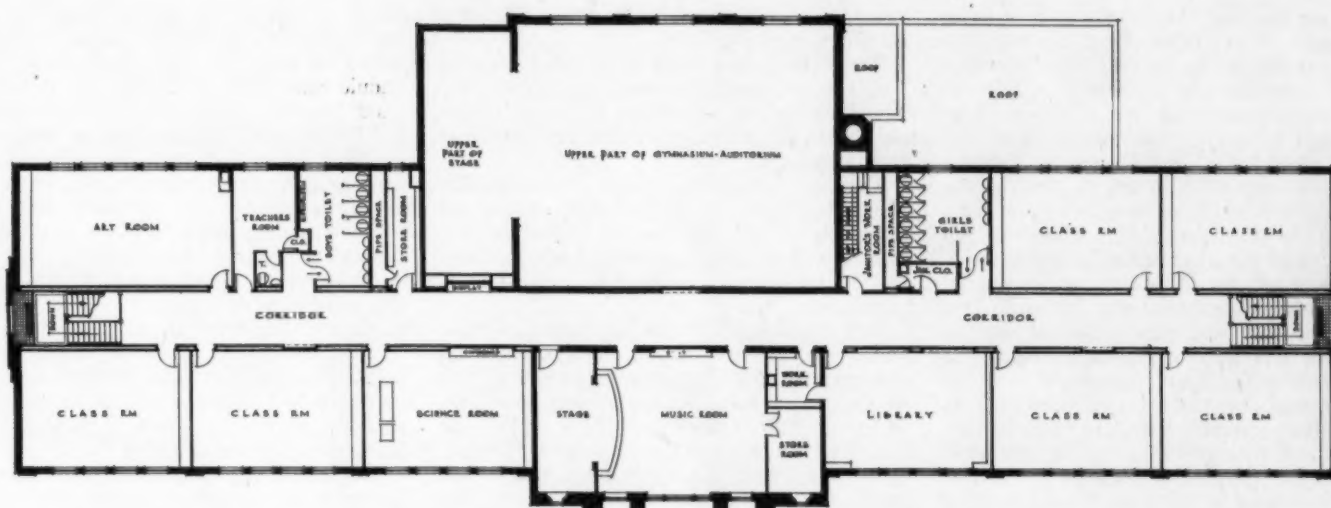
All interior partitions are built of cinder blocks with a lime plaster finish. Classroom floors are of maple to harmonize pleasantly with the birch wardrobes and bookcases. Corridors have quarry tile floors in variegated shades of buff blending into dull reds. The corridor walls have a cream-toned glazed brick wainscot shoulder height.

Flanking the main entrance lobby are the

offices. To the right is the administrative suite of a business office, a supply room, and the principal's office. The location, being central, allows for the control of the gymnasium directly across the corridor, and also for most efficient general administration. The communication and signal systems are controlled from this point. Being near the main entrance allows the principal to carry on all necessary contacts with the public with a minimum of disturbance to both students and teachers.

On the left of the entrance lobby is the medical examiner's suite, consisting of a waiting room, a consultation room, and a completely equipped examination room. This suite provides ample facilities for all of the normal clinical activities, both medical and dental.

Adjoining the two office groups on the first floor are six standard, 40-pupil classrooms, in addition to a large first-grade room, a kindergarten unit, toilets, teachers' room, and janitors' closets.



Second Floor Plan, Riverside School, Elmira, New York. — Robert T. Bickford, Architect, Elmira, New York.

All classrooms are equipped with built-in wardrobes for the pupils and a private locker and bookcase for the teacher. Additional bookshelves are provided near the teacher's desk for storage of active texts and reference books. All blackboards are of natural slate with sections of corkboard near the classroom door for the posting of bulletins. There is a continuous rack around the top of the blackboard from which can be displayed specimens of the students' work. The lighting fixtures are controlled by a photoelectric relay which automatically turns on the lights whenever the daylight is insufficient.

The kindergarten is a large room with its own exit to the outdoors' kindergarten playground. At the far end is a large fireplace with bookshelves on either side. At the opposite end of the room are a coatroom, a storage room, and a toilet room. These rooms are grouped around an alcove with a large opening toward the classroom to allow adequate teacher control of the entire group. The storage room is equipped with shelves to receive activity materials, in addition to cupboards with space for storage of each child's personal

supplies. This type of individualized storage has been found to be of material assistance in teaching the children to be orderly.

The combination auditorium-gymnasium is located opposite the front entrance and opens also toward the park. This location is central for carrying out its educational functions, and in addition makes it easily accessible to the public without the necessity of entering any other part of the building. By means of careful development of the grounds in relation to the quiet dignity of the building, a spaciousness has been achieved that is in pleasing harmony with the park approach.

The room itself is ample for all games, including basketball; and when used for civic purposes has a seating capacity of approximately 400. The auditorium seating is of the folding type, and when not in use is stored on trucks housed under the stage. The ceiling is of acoustic material, and the walls, above the glazed brick wainscot, are of painted cinder blocks laid in a random ashlar pattern. The combination of the ceiling and wall materials gives a proper acoustical balance so that both music and speech are heard without

distortion. The stage, which is of proper size for the presentation of school plays, has a ceiling equipped for the suspension of backdrops and scenery. Footlights and border lights are provided and all lighting is controlled by a standard dimming arrangement, which permits the diversified effects required in the presentation of a school play.

The floor of the main room is marked for various types of games.

Small shower and dressing rooms are provided for both boys and girls. A small kitchen is available for the preparation of light lunches when desired for community activities.

On the second floor of the building are 6 more classrooms. There are also an art room, a science room, a music room, and a library, in addition to toilets, teachers' room, and storage rooms.

The art room has ample light and contains storage cupboards for all kinds of materials and equipment. Suitable means of display are provided for the work of the students.

The science room has an instructor's table at one end and a large display case for speci-



First Floor Plan, Riverside School, Elmira, New York. — Robert T. Bickford, Architect, Elmira, New York.

mens along the side. Additional storage space for supplies is available directly across the hall so that the instructor may have adequate material accessible for projects.

The music room with its adjoining stage is designed to serve both for musical and dramatic instruction, and for small community meetings which would not require the use of the auditorium. A room opening off from the main room is provided for the storage of music and for the student's instruments. The ceiling of the music room is treated with acoustical materials and the walls are ornamented with appropriate plaster designs which give it a definite musical character in keeping with its primary purpose.

The library, too, has a dual function. It houses reference material for the students and teachers, and also serves as the neighborhood branch of the city's main public library. The bookshelves have a capacity of about 2500 volumes. There are racks for magazines and periodicals, and all the necessary equipment for a small, efficient library. Opening off from the library near the charging desk is a workroom. New books are delivered to this room where they are unpacked and marked. There are large storage cupboards and a sink, which permit the repairing of books thereby keeping the maximum number of volumes in a serviceable condition.

The other rooms of the building were each given careful study. The teachers' rooms are furnished simply but in good taste. There are adequate storage rooms on each floor to accommodate the supplies required for the various types of instruction. Janitor's facilities are ample and arranged for efficient maintenance of the building.

The unit system of steam heating is employed and is supplied by two stoker-fed boilers. Service access to the building is ar-

ranged to cause no interference with other activities.

The school was built at a total cost of \$247,706 or about 36 cents per cubic foot. This includes the demolition of the old building, landscaping and sidewalks, and furniture and equipment.

The character of the design of the building blends harmoniously with the residential atmosphere of its surroundings. Its use has created a development of neighborly interests and a feeling of community pride in its acquisition.

Superintendent of Schools, Oscar F. Kerlin, under whose administration this school was constructed in 1939, has this to say of the Riverside School: "The structure was designed only after a careful study of all the functions we wished the school to perform. After four years' use we can say that it has met perfectly all our requirements and expectations. The principal and teachers agree with me upon this point."

Construction and Equipment Details

Exterior trim, *Indiana Limestone*.
Roof, *Truscon "Ferroboard"* roof deck; built-up pitch and gravel.
Insulations, roof, *Celotex*.
Floors, classroom, maple; gymnasium, maple.
Acoustical material, music room, cork tile.
Corridor and stair treads, quarry tile.
Windows, boiler room, *Detroit Steel Products*.
Heating, split system, thermostatic control.
Boilers, *International Heater*.
Stokers, *Iron Fireman*.
Unit heaters, *Nesbitt*.
Temperature control, *Johnson Service*.
Ash hoist, *Gillis & Geoghegan*.
Lighting, indirect with automatic and manual control.
Program clocks, *International*.
Intercommunicating telephones, *International*.
Photoelectric equipment, "*Electric Eye*" *General Electric*.
Sanitary installation, *Standard Sanitary*.
Blackboards, slate.
Gymnasium equipment, *American Seating*.
Laboratory stools, demonstration table, and aquaria, *Kewanee Mfg. Co.*

A SUGGESTION FOR PUBLIC-LIBRARY AND PUBLIC-SCHOOL POSTWAR PLANNING

A joint committee, representing the Ohio Library Association and the Ohio Education Association, has completed a study offering definite suggestions for public library and public school postwar planning.

The committee, in its statement, offers suggestions for the planning of a public library in a school building where this is considered advisable:

"The public library or public library branches in many communities are located in school buildings. This arrangement is often highly advantageous, both because of the economy involved and because of its effect upon the quality of school and library service. In other places, however, the plan is most unfortunate, especially in its consequences for adult library service.

"Under proper conditions, the placing of a public library in a school building can result in great advantages. These include economy in expenditures for building construction and operation; greater mutual understanding of library and school problems; making the public library's book resources better known and more accessible to teachers; making books more available to pupils, especially at the beginning of the long vacation season when they leave school for work; and making it easier for the library staff to know better

the interests, needs, and problems of the schools as they pertain to library service.

"The disadvantages of joint housing are also impressive. In the first place, the ideal location for an adult library is in the busy part of town where many people pass. A school, on the other hand, is best located away from traffic noises and removed from the business district environment. In the majority of instances, no one building could satisfy both sets of criteria. A more important disadvantage is the ever present danger that school library needs will be emphasized to the extent that suitable adult library services are not properly maintained.

"The joint committee realizes that postwar building plans in many communities may result in the placement of public libraries in new school buildings, or may involve additions to our alterations of existing school buildings which house or will house a public library. The committee takes no stand in regard to the advisability of such an arrangement. If, however, the library is placed in the school building, the committee strongly recommends adherence to the following specifications:

"1. The space should be adequate both for adult and student library patrons.

"2. Separate reading rooms should be pro-

vided for adults and pupils. Especially, should no adults be expected to use a reading room which serves as a study hall for pupils nor should the adult reading room be used for class purposes while open to adult readers.

"3. The adult library reading room should be designed so that it can be efficiently operated as a separate unit at times when school is not in session. This requires unit heating and ventilating, toilet facilities in or near the library portion of the building, a separate outside library entrance, and a gate or other means of preventing access to the main part of the building from the library.

"4. The adult library room should be easily seen and easily accessible from the street. The approach and entrance should be well lighted at night, and there should be a minimum of stairs to climb from the street.

"5. In addition to reading rooms, two small enclosed rooms should be provided, one for the librarian's office and the other as a work and supply room. There should also be facilities for conferences and other desirable purposes."

SERVICING FIRE EXTINGUISHERS

School buildings frequently contain stationary fire extinguishers as safeguards against possible conflagrations. A typical 2½-gal. extinguisher is of the soda-acid or foam type and requires annual, or at least biennial, recharging. The following rules for doing this work have been approved by the Underwriters' Laboratories, Inc.:

1. Inspect the extinguisher before emptying the old charge. Look for these things: clogged nozzle; distortion from a blow or fall; evidence that seams have been resoldered. If any of these conditions exist, do not invert the extinguisher and empty it through the hose. Unscrew the cap carefully, remove the cage and acid bottle or foam inner container and dump out the liquid contents of the shell.

The same precautions should be taken if it is suspected that the extinguisher has been frozen.

Do not attempt to correct distortion or to solder seams. Send the unit to the manufacturer who will make the necessary repairs and submit the unit to a pressure test before returning it to you, or will advise you that repairs are inadvisable.

2. If the extinguisher appears to be in working condition, it may be discharged in the normal manner by inverting it. At this time give persons an opportunity to become familiar with the "feel" of an extinguisher by emptying the old charge on a practice fire if possible.

3. After the extinguisher has been emptied, make certain all the liquid contents have been discharged, and allow a brief interval before unscrewing the cap for residual gas to escape through the nozzle. Some extinguishers have vent holes drilled through the cap so that after a thread or so is turned, in removing the cap, the holes allow any undischarged gas to escape.

4. Remove foam solution container or cage and acid bottle, putting aside the load or porcelain stopple for replacement after recharging.

5. Wash all parts thoroughly in lukewarm water, rinsing the shell well and draining the water out through the hose.

6. The nozzle can be cleaned out with a suitable brush or piece of stiff wire if necessary.

7. Inspect the hose and head gasket for signs of deterioration (hardness, stiffness, breaking, or checking). Replace them—and any other necessary parts—with parts obtained from the extinguisher manufacturer.

8. Clean out any clogged holes in the strainer.

9. Use only charging materials supplied by manufacturers of extinguishers approved by Underwriters' Laboratories. Dissolve the

(Concluded on page 68)

Connecticut Provides in-Service Education of Its Public Employees

A. M. McCullough¹

More than 800 schoolhouse custodians and janitors during three summer sessions have attended Custodial Training School conducted by the Connecticut State Department of Education. Three centers have been operated each year as a part of the program of the Public Service Training Bureau.

In some instances school superintendents and principals have taken courses with men from their schools.

The program has been expanded until there is now a three-year course of 72 hours of instruction. This year produced the first three-year graduate groups. The total program has been so well received that graduates are now requesting further units of instruction to be prepared and offered for succeeding years.

The total course covers the five following large areas: cleaning; heating and ventilating;

maintenance; care of grounds; health, safety, and sanitation.

From the trade or technical schools are drawn instructors who deal with maintenance. The maintenance jobs for the custodian are broken down into the trades of painting, electricity, carpentry, plumbing, and masonry; and an instructor of a particular trade teaches the custodian to do necessary jobs in his building. A landscape architect outlines practical work in the care of school grounds. There are available in Connecticut several trainers of school custodians in the large cities who instruct in cleaning.

Installation of the heating plant is covered by one instructor; the operation of the heating plant by another; while the actual operation of the boiler and boiler-room practices are taught by an experienced heating and operating engineer. For health lectures a State Department of Education doctor is assigned. The insurance companies of Connecticut have

provided instructors in the field of safety, and sanitation is covered by a state official.

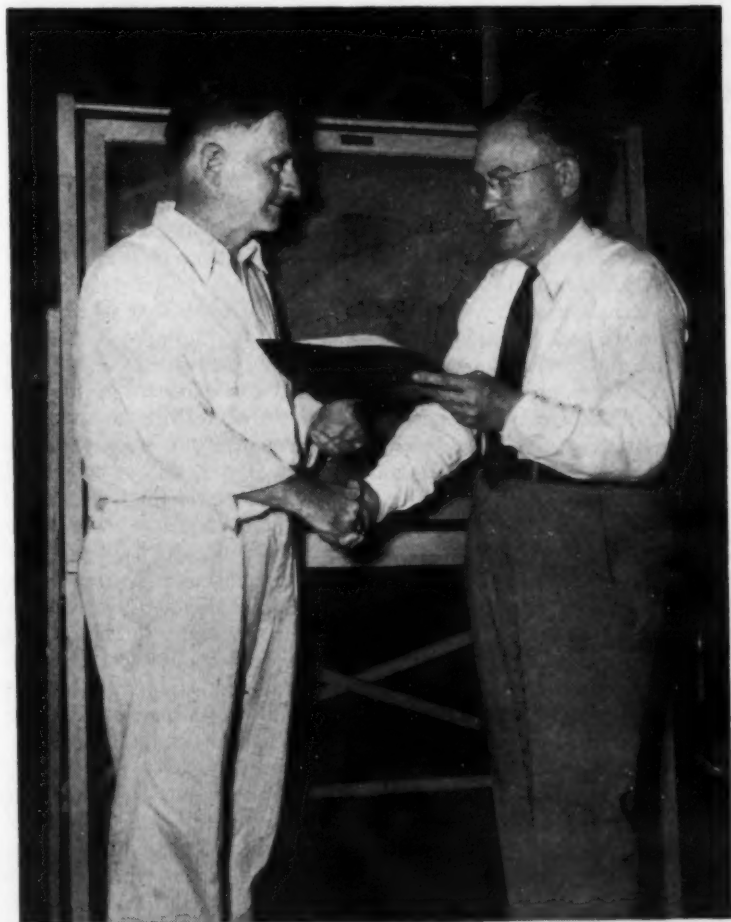
Demonstrations and visual instruction in correct procedures are employed as much as possible. Sweeping is done by the actual use of the tools of the trade. Vacuum cleaning is demonstrated both by the machine and through pictures. In maintenance, school shops are used and problems occurring in the field of the custodian are presented in job-sheet form.

Firemen Trained

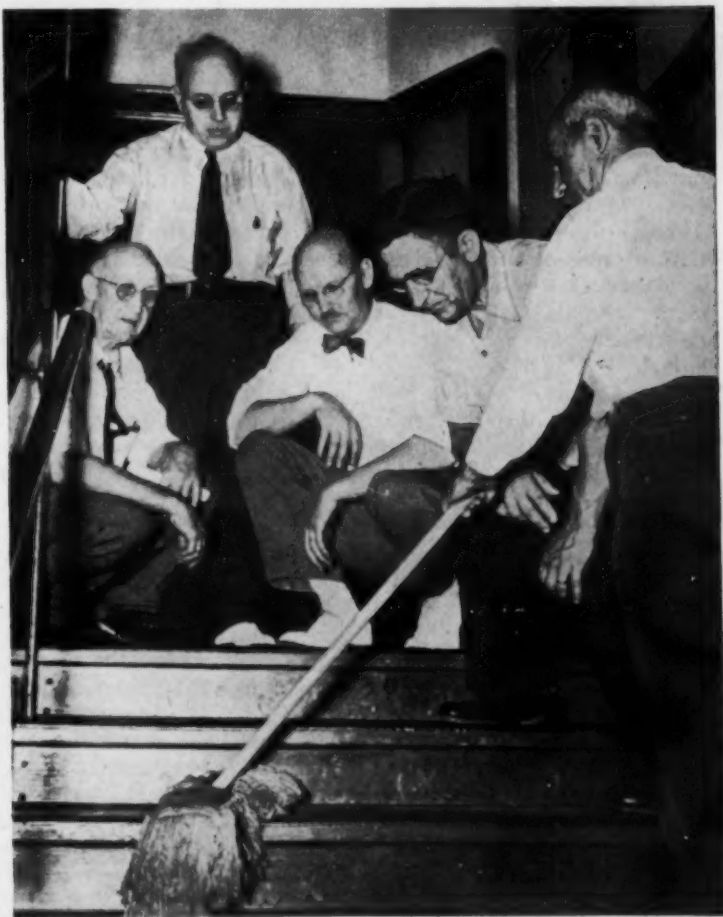
Connecticut fire chiefs and their men, cooks and cafeteria workers in state institutions, unemployment field investigators, personnel examiners, and statistical clerks are also among the many groups who are going to school these days.

Basic idea of the Public Service Training Bureau is that there are many branches of public service for which a person cannot be

¹Director of Public Service Training, Connecticut State Department of Education.



Graduates of the three years' course for custodians received certificates. Left: Martin J. O'Brien of Meriden receives his certificate from Mr. Albert I. Prince, chairman of the state board of education.



Demonstrations were the chief methods of teaching the correct use of tools and cleaning materials. The small groups were led by outstanding and skillful teachers who showed right and wrong methods.

fully trained in advance of employment. There should then be an offering of in-service training, and in most cases the courses and schools have been set up at the request of the department, sometimes by the employee groups themselves. Many thousands have thus been trained in the past eight years.

The starting of this service came in 1936 when the Fire Chiefs' Club of Connecticut found it had a training problem. The chiefs have plenty of men who know what to do at a fire, but they found themselves with very few men whose teaching skills were sufficiently developed to make them adequate drillmasters. Out of this situation there grew the Drillmasters Association, which, in association with the State Department of Education, conducted regional schools in fire-fighting techniques. The men studied and watched demonstrations in such matters as the proper way to carry a hose up a ladder, the handling of ladders, pressure size up, hydraulics.

The Drillmasters Association must be reorganized every once in a while because of depleted membership. The fire department digs into this group liberally when making

promotions. A recent outgrowth of the fire school has been the annual fire college held this year at the University of Connecticut and attended by fire chiefs, line officers, and department drillmasters. Among the subjects in the 1944 curriculum were building construction, hydraulics, gases, ventilation, and the treatment of burns. Chief Samuel J. Pope of the Boston Fire Department addressed a session of the college on "Boston Fires and Their Lessons for Fire Chiefs" and Assistant Chief Dan Deasy of the New York City Department, at another session, spoke on "New Hazards and Problems for Firemen."

The Norwich State Hospital because of wartime conditions found itself with problems galore in its kitchen. A woman with experience in quantity cooking was assigned to a group of 30 and within a few weeks has greatly improved the preparation and serving of food to inmates and attendants.

Unemployment Investigators Taught

The Unemployment Compensation Division of the State Labor Department took on a large number of new investigators who needed some basic knowledge of industrial machines.

This was supplied in a course given at a trade school. Similar needs have been met for clerks, typists, and stenographers in state departments who needed some help on English, correspondence, and the writing of reports. Courses in descriptive statistics have aided clerks in several state departments. There has been instruction in statistical measurements for examiners in the State Personnel Bureau, and one group of state clerical workers who had formed their own social organization were schooled for a few sessions in parliamentary procedure.

Classes comprising 136 persons who are to serve as personnel and social workers for the State Re-employment Commission have recently been studying physical and psychological readjustment problems likely to be encountered in dealing with the returning veterans and the war factory workers.

New office procedures have been studied in public service classes by many clerks. There have been classes for school attendance workers and school enumerators.

Earlier in the war period there were classes likewise for airplane recognition officers and filter-board employees.

Changing From an Old to a New Salary Schedule

Nolan Charles Kearney¹

When a new teachers' salary schedule is to be adopted, the problem of the transition from the old to the new schedule arises. Although this is but one of the many difficulties that must be met, it is a troublesome one. A solution that was worked out when a new salary schedule was adopted in St. Paul to be effective January 1, 1944, may be of interest.

Let us assume that the preliminary work has been done, that the new schedule is of the single-salary type, and that minimum and maximum salaries and the sequence of increments have been decided upon. All this will have been done in such a way as to facilitate the employment of new teachers. There will remain the problem of adjusting the salaries of teachers already employed. A schedule designed to care for the teacher who is yet to be employed may work a relative hardship on the teacher who is already in the system. There are numerous reasons varying from community to community. Teachers employed for years under an inadequate schedule may have a just claim for preferential treatment when funds become available for increasing salaries. Teachers who entered the profession when acceptable levels of preparation were lower than they are today may have some reasonable basis for expecting better salaries than training alone would justify under new schedules.

An expedient that was found workable in

the new salary schedule in St. Paul was, in effect, to set up two salary schedules—one for new teachers and one for the employed staff. This was done by establishing the same maximums for all teachers, but by providing different systems of increments by which the newly employed and the old teachers reach those maximums. For teachers in the schools, the highest annual salary to which the teacher had been entitled previous to the new ordinance was taken as the basic figure from which subsequent salaries were to be computed. Each teacher was given an immediate increase above this basic figure of \$200 per year effective January 1, 1944. In addition, each teacher is to be given a \$100 increment each September until the new maximums are reached. For the teachers who have not reached the maximums under the old ordinance, the new ordinance is an immediate \$200 increase plus, for most of them, the substitution of September increases of \$100 for September increments of \$50 until the new maximums are reached. For teachers who had reached the old maximums, the effect is an immediate \$200 increase plus \$100 September increases until the new maximums are reached.

Advantages of Parallel Schedules

This plan has certain advantages. It gives each teacher an immediate, substantial salary increase; it is more advantageous to teachers than a reclassification into the next higher salary bracket; it obviates much tedious com-

putation of individual salaries in cases where teachers under the old schedules were paid partial increments for less than a complete year of service. The salary ordinance was adopted at this time because of the increased cost of living.

The abandonment of a position-type schedule in favor of a preparation-type schedule coupled with a general increase in levels may be compared to the leveling of a plot of ground on which there are hills and valleys. In leveling land you can cut down the hills to fill in the valleys if you are not concerned with the height of the ultimate level. However, if you wish the ultimate level to be higher than the highest parts of the lot before the leveling was undertaken, it becomes necessary to raise the level of the valleys higher than you raise the level of the hills. You can then fill in the valleys first or raise the levels of the hills and valleys until the desired maximum level is attained. In the case at hand a method analogous to the last mentioned was followed.

This procedure works no injustice on teachers whose salaries were low because their relative span of service was short. Their maximum salaries were increased, their current salaries increased by \$200, and their average annual increments increased. There were, however, some low salaries because of inconsistencies in the position-type schedule. For example, visiting teachers received a maximum of \$1,750. Under the new ordinance these maximums were increased to \$2,200.

¹St. Paul, Minn.

TABLE I. The New 1944 St. Paul Teachers' Salary Schedule Compared to the Old 1929 Schedule

Years of Experience	Less than B.A.		Teaching Positions B.A.		M.A.*	Ph.D.*
	Old	New	Old	New	New	New
1.....	\$1,000	\$1,000	\$1,400	\$1,300	\$1,400	\$1,500
2.....	1,100	1,100	1,500	1,400	1,500	1,600
3.....	1,200	1,200	1,600	1,500	1,600	1,700
4.....	1,300	1,300	1,700	1,600	1,700	1,800
5.....	1,400	1,400	1,800	1,700	1,800	1,900
6.....	1,450	1,500**	1,900	1,800	1,900	2,000
7.....	1,500	1,600	2,000	1,900	2,000	2,100
8.....	1,550	1,700	2,050	2,000	2,100	2,200
9.....	1,600	1,800	2,100	2,100**	2,200**	2,300**
10.....	1,650	1,900	2,150	2,200	2,300	2,400
11.....	1,700	2,000	2,200	2,300	2,400	2,500
12.....	1,750	2,100	2,250	2,400	2,500	2,600
13.....		2,200	2,300	2,500	2,600	2,700
14.....			2,350	2,600	2,700	2,800
15.....					2,800	2,900
16.....						3,000

*Covered under B.A. in Old Ordinance.

**Maximums for new appointees.

TABLE II. The New 1944 St. Paul Salary Schedule Maximums for Supervisory and Administrative Positions

Position	Old Maximums		New Maximums*		M.A.
	Less than B.A.	B.A.	Less than B.A.	B.A.	\$2,800
Special class teachers	\$1,950				
Vocational school teachers	2,600				
Assistant superintendents and directors	3,400 to 4,250				
Supervising directors	3,905		4,400	4,600	
High school principals	4,250		4,000	4,200	
Assistant high school principals	3,150		4,400	4,600	
Junior high school principals	3,450		3,400	3,600	
Deans	2,750		3,800	4,000	
Supervisors	2,850		2,800	3,000	
Assistant supervisors	2,250	3,200	3,600	3,800	
Statistician	3,210	2,720	3,120		
Elementary principals	1,950 to 3,150		3,600	3,800	
		2,400	2,800	3,000	
		to	to	to	
		3,000	3,400	3,600	

*Ph.D. maximums \$200 above M.A. in each case.

for teachers without degrees and to \$2,600 for teachers with degrees. Both groups will receive the same initial increments. The visiting teachers with bachelors' degrees will not progress faster than those without bachelors' degrees until September of 1946. It might have been possible to introduce a flexible current increase that could have been adjusted to equalize cases of this kind. The mechanical obstacles to such adjustments would have been difficult and the attempt was not made.

How Schedules Work

Let us take some concrete examples of how the new schedule works. Let us assume we have two teachers, one being employed for the first time in St. Paul and the other having been in the St. Paul schools for two or three years. Both have masters' degrees and both have had eight years of teaching experience. The newly employed teacher will receive \$2,200 per year as she is starting her ninth year of teaching (see Table I). The other will be given her basic salary, which was the highest salary paid her under the old schedule, plus \$200. This will be \$2,100 plus \$200 or \$2,300. Both would then progress to the new maximums set for masters' degrees, \$2,800, by annual September increments of \$100. If these two teachers held only bachelors' degrees, the new teacher would be employed at \$2,100, while the presently employed teacher would still receive \$2,300. In this case, their new maximums would be \$2,600 toward which they would progress by annual increments of \$100.

Let us assume that these teachers have had 15 years of teaching experience and that they both have bachelors' degrees. The new teacher could not be employed at more than

\$2,100 since that is the maximum for new appointments at that level. The presently employed teacher would be at the old maximum of \$2,350 and would receive the immediate increase of \$200, or a total of \$2,550.

Thus the plan for changing from the old to the new salary schedule has the effect, for the presently employed teacher, of using her status under the old schedule as the basis upon which the provisions of the new schedule operate. She receives the highest salary to which she was entitled under the old schedule, plus an immediate adjustment of \$200, plus yearly salary increments of \$100. In general, the presently employed teacher is somewhat better compensated than the new teacher with the same amount of teaching experience. This difference, however, is not excessive and can probably be justified.

Eliminating Old Irregularities

The question might be asked why the schedule for teachers under the old ordinance should not be set up in the new ordinance as a schedule of yearly increments similar to that for new teachers, rather than set up on the basis of \$200 and \$100 increments. The reason for the latter plan is largely one of simplicity and economy in computation and administration. The old ordinance in St. Paul was not a single-salary schedule. It allowed teachers to be hired on various bases. Some teachers with ten years of experience had spent from one to four years as substitutes at low pay before making a start on the scale of salary increments. Others had been employed immediately as regular teachers, and though they had the same experience as others, they were three or four salary increments over them. Besides that, there were

elementary teachers with two-year certificates and elementary teachers with bachelors' degrees receiving salaries that differed from one another and from secondary teachers with bachelors' degrees. To have adopted a set scale in terms of years of experience for all these people and yet to have given all a substantial raise would have taken more funds than were immediately available. To follow the plan adopted enabled all present teachers to receive an immediate increase of consequence, with a gradual shift to higher salary levels over a period of years.

Through the years, under the old ordinance, salaries became fixed at various levels in ways that it would be a Herculean task to trace. Controversy arose as to whether time on leave of absence or sporadic teaching should be counted in one or another of different ways. Policies differed from one administration to another. The plan adopted took each teacher's salary "as was" under the old ordinance and built from there toward the new maximums.

The essential feature of this plan could be adjusted so as to achieve greater or smaller differentials, either through adjusting the size of the immediate increment granted (\$200 in this case) or through adjusting the size or frequency or total number of yearly increments. The plan has proved practical in St. Paul, and may easily be adjusted to meet conditions elsewhere.

THE "REGULAR AND ORDERLY MANNER" OF SEVENTY YEARS AGO

John E. Marshall¹

"Return . . . slates!"

"Lift . . . desks!"

"Stand . . . out!"

Visitors to a London "infants" (primary) school seventy years ago were impressed with the "smartness and precision" with which the children, upon command, prepared to leave the classroom. Describing "drill for dual desks," a London volume on school architecture published in 1874 explains: "At the word 'Return' the hands should be raised to grasp the slates; at the word 'slates,' the slate should be smartly lifted and placed in the groove in front of the desk." The command "Lift . . . desks" is responded to by raising "quickly but without noise" the front flap of the desk. "At the word 'Stand,' the scholars should rise smartly with arms by their sides. At the word 'out,' the scholar at the *right* end of the desk takes one step to the right and a short step to the front. At the same moment the scholar at the *left* end of the desk takes a step to the left and a short pace to the rear. This movement leaves the children standing in Indian file down the respective gangways.

"The command may then be given, 'Quick . . . march!' the word 'quick' being simply used as a caution.

"The importance of doing things in a regular and orderly manner cannot be too forcibly impressed. A definite system of drill is therefore essentially necessary."

¹State Supervisor of Surveys and Schoolhouse Planning, Charleston, W. Va.

The Schools Need Accurate Maps

Monica H. Kusch*

When President Roosevelt wants the *truth* about the relative location of places in this present war period he consults the large fifty-inch globe at his side. He is well aware of the fact that the globe is the only accurate representation of the world. No flat map can give a truly correct picture of our world. Map makers have been attempting to reproduce the earth's curved surface on a flat piece of paper for centuries. No one has succeeded or ever will succeed in drawing the world or any large part of it on paper accurately regardless of all sorts of cartographic acrobatics.

However, in spite of the fact that no map of any large area is accurate in detail, we should be familiar with the various map projections in order that we may select the one which will create the fewest misimpressions. Following are the major criteria by which a map may be judged for selection in our schools.

Criteria for Selecting Maps

A. Types of projections or the bases on which maps may be drawn

1. A world map should be based on an equal-area projection.
2. A world map should be based on a projection which avoids serious distortion of land and water areas.
3. A world map should show the entire surface of the earth.
4. A regional map may be drawn on any projection, even those not suitable for world maps. The errors resulting from the use of various projections are negligible when only a small area is shown.

B. Color schemes for maps

1. Both the world maps and the regional maps for general use in the teaching of geography should be physical-political maps.
2. Physical-political maps should follow the standard color scheme to show elevations.
3. The colors on the map should be strong

*Washington Junior High School, Chicago Heights, Ill.

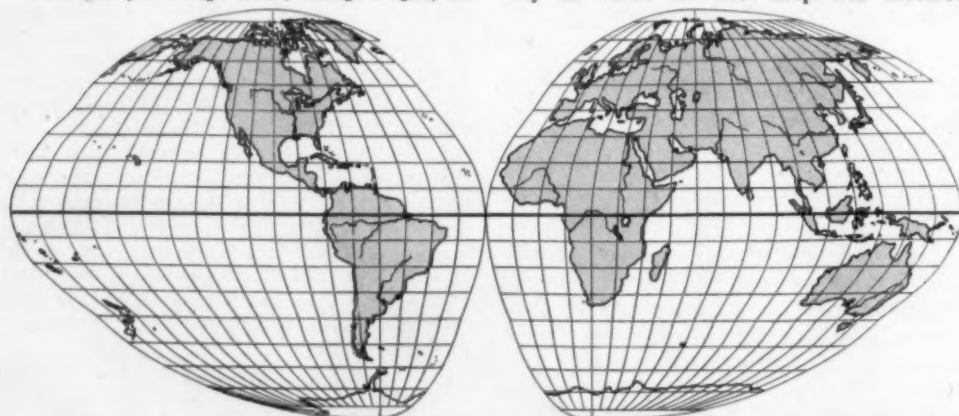


Fig. 2. This new Hemisine map avoids bad distortion everywhere except in Australia. That is corrected by means of an inset. Its advantage over the Interrupted Homolosine is that of seeing the earth's surface more nearly as two continuous hemispheres rather than the interruption of the ocean areas which are now becoming very important.

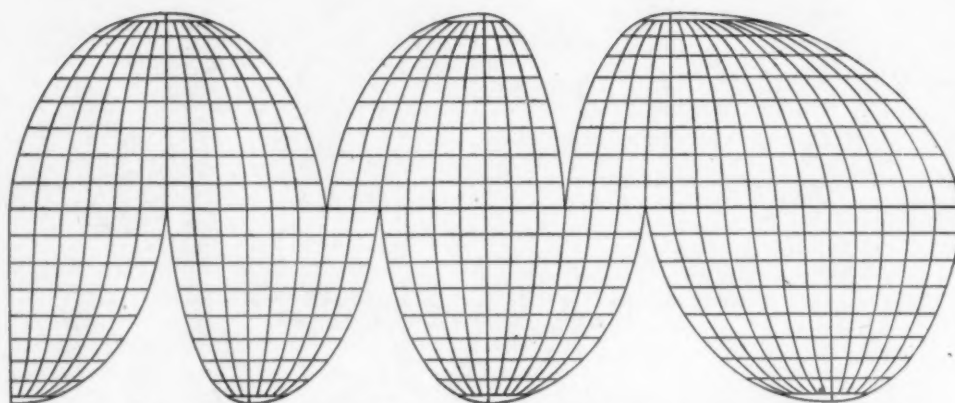


Fig. 1. The familiar Interrupted Homolosine is one example of a map projection showing very little distortion. The map is equal-area and shows the entire earth's surface.

and clear so that they may carry across the classroom.

C. Miscellaneous criteria

1. The type on the map should be legible and clear for the significant features.
2. The clear-cut, conventional symbols should be used consistently throughout the map.
3. The legend should be complete with scale, symbol meanings, and type of projection.

The Types of Projection

As we have said, the only correct representation of the world is the globe. No flat map of a large area can ever be true in every respect. However, some projections permit a map to come reasonably near the truth and thus avoid the creation of false impressions in the child's mind. Since no flat map is a correct representation of the earth as a whole, it might be wise to select more than one world map. Select first the map that conforms most nearly to the criteria listed. Then select the map which is correct in the one way in which the first map was incorrect.

For example, supposing you choose the Hemisine World map; no one can get a correct mental picture of the polar regions from this map. Consequently, the purchase of Lambert's Azimuthal Equal Area maps of the polar regions is advisable.

1. A good wall map of the world is an *equal-area projection*. On an equal-area map each piece of the land and water has the same area as it would have on a globe made on the same scale. Equal-area maps give the child a correct idea of relative sizes of oceans, continents, and countries. However, an equal-area map may seriously distort the shapes of the continents. Hence a map should be judged by the other criteria also. Yet, unless a map is an equal-area projection it should be used with care in the early grades. Of all the maps commonly used, the one that departs farthest from being an equal-area map is the Mercator map. No elementary schoolroom should use a map based on the Mercator projection as the basic world wall map. Many special-purpose maps, especially those relating to current events, will be based on the Mercator projection. To rule out these maps is foolhardy. Correct, instead, any false impression gained from them.

Another departure from the equal-area map is found in the world maps where water areas have been shrunk to allow land areas to appear larger. Ocean areas are equally as important as are land areas. In wartime, the supplying of our armed forces, the importing of war materials, the U-boat menace, and other factors are vitally affected by the expanse of the ocean areas. In peacetimes, the maintenance of peace and the shipping of commercial items will be affected by the size of the oceans. Even in the ideal air age anticipated after the war, the movement of materials and people by plane will be affected by the areas of the oceans which have to be spanned. These nonequal-area maps may have a place for special purposes, but they should not be used as basic wall maps in the elementary and secondary schools.

2. A good wall map *avoids serious distor-*

tion. Of course, all wall maps of necessity show land areas distorted to some degree. Two maps which do not distort land and water areas very much are the Interrupted Homolosine (Fig. 1) and the Hemisine map (Fig. 2). Maps based on these projections have vertical north-south and mid-meridians for most of the continents. A vertical north-south meridian in or near the center of the continent results in little distortion at the east and west coasts. Constant use of maps which show true shape conditions the children to gaining correct concepts of the world. Both the Interrupted Homolosine (Fig. 1) and Hemisine (Fig. 2) projections have meridians converging at the pole, just as they do on the globe and have parallels which are truly parallel as on the globe. It is not advisable in early geography to use maps drawn on the continuous homolographic projection (Fig. 3). Though the homolographic is an equal-area projection it distorts areas away from the center of the map so badly that a map on this projection cannot give an accurate mental image of the world as a whole. The map projection in Figure 4 is a very desirable one for mapping small areas.

3. A wall map of the world is a map of the world only if it shows the entire surface of the earth, although not necessarily in one continuous mass. In some maps the polar regions have been omitted because the consensus of opinion about polar regions formerly was that these regions were insignificant. How important are north polar regions now in air travel to Europe! Who can foretell how soon south polar regions may reach equal significance? A world map must show all areas, land or water, desert or polar, for they

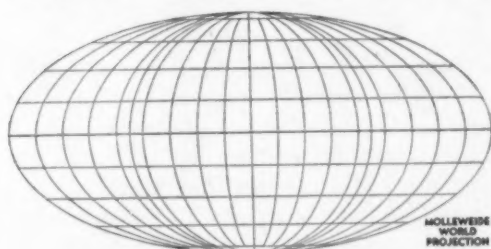


Fig. 3. The Continuous Homolographic projection distorts land and water areas away from the center of the map.

all reach due significance in an effort to understand the world in which we live. No child at an early level can get a true mental picture of the world as a whole without the polar regions. But it may be permissible to use such maps at high school levels, if early map training has been thorough.

The polar-projection maps have a place. Since north-polar regions are so important now and are appearing in newspapers and magazines it would be wise to buy the cheap polar-projection map to teach children at upper-grade levels how to read these maps.

The standards, by which we judge the suitability of a projection on which a world map for classroom use is drawn, should also be used in selecting the projections on which regional maps, economic maps, and blank outline maps are made. To these standards may be added the desirability of having all maps of continents on the same scale to help

impress on the young mind the comparative sizes of these areas.

Symbols and Color Schemes for Maps

A good map attains definiteness and clarity through wise and consistent use of symbols. Each symbol should be distinctive enough to avoid confusion with other symbols.

Physical-political world maps and regional maps and globes should use the standard color scheme and should be strong enough to carry across the average classroom.

The type should be legible and clear for the significant features. A wall map is not an atlas and should not attempt to show features which are small in size. Nor should a map be cluttered up with names of places of minor significance. Consistency should be the keynote in the symbol pattern. Criteria of size should be used to decide which cities, railroads, rivers, and mountains are to be put on the map. Thus some areas may be almost devoid of symbols due to the fact that the features they represent are absent. But the absence of cities, rivers, and mountains in some parts of the earth is equal in geographical import to their presence in other areas.

The political boundaries should be superimposed on the elevation color scheme. It is, of course, desirable to have the political boundaries as nearly correct as possible. However, a map is not necessarily valueless if boundaries have changed since it was purchased. Superintendents and school boards are discarding old maps and are hesitant about buying new maps or globes because political boundaries are certain to be changed. One of the main objectives of geography is developing the ability to think geographically. To think geographically one needs to learn what man is doing in various parts of the world. Industries, such as grazing, farming, mining, and manufacturing, often spring up in regions extending over political boundaries. Political units are only a minor factor in the development of homogeneous regions. A region such as the Saar Basin may belong to Germany or to France or be an independent country, but it will always be an important coal-mining region and its people will always be dependent upon the coal for a livelihood, regardless of boundaries.

To learn, then, why man is doing as he does involves the unchangeable facts about surface features, climate, and land and water areas as shown on the map, plus man's political affinity and cultural heritage. A political boundary which has changed should not hinder the teaching of geography, then, but could, in fact, further it for it presents disconcerting data to the child. The intelligent teacher recognizes disconcerting data as powerful stimuli to further study.

Maps for Various Grade Levels

The basic all-purpose map for the elementary and secondary grades is the physical-political map. It is a "must" in every geography classroom and should, of course, be selected with care.

Usually real geography is begun in the fourth grade, although pregeography has a place in the third grade. A sound geography course of study is graded. Gradation should be observed in the use of the geographic tools as well as in geographic ideas presented. The

child's first contact with the geographic tool, maps, should be easy and pleasant. He should not meet the complex physical-political map of the world at this stage. The first fourth-grade maps should be simple, showing just a few symbols such as land, rivers, and city symbols. A slated globe or an aluminum globe showing only the continent boundaries and the oceans is needed in teaching fourth graders.

From the beginning of the fifth year on through high school, a physical-political globe and a slated globe must become a constant part of the geography classes. Slated or aluminum globes are needed in the teaching of such concepts as latitude and longitude, great circle routes, and in tracing air and sea lanes.

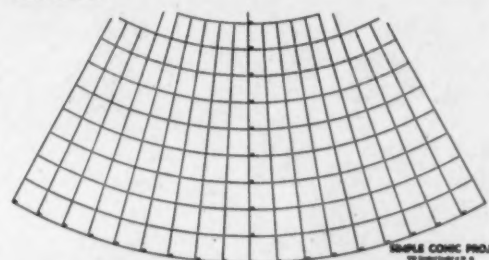


Fig. 4. The simple conic projection. This map grid is very suitable for small areas in high latitudes.

A large physical-political map of the world should be in every room from the fifth grade through the high school in addition to numerous regional maps so that as a child studies the various regions in detail he may see each region he studies in relation to the world as a whole.

The fifth, sixth, and seventh grades should be supplied with physical-political maps of the particular region or regions they study in detail. In whatever grade the United States is stressed, special-purpose wall maps should be supplied. Special-purpose maps and blank outline maps help much toward the development of independent thinkers. The desk outline maps develop the technique of using statistics to plot data on a map and comparing one map with another. All this is a part of the function of the development of geographic thinkers who have a sympathetic understanding of all nations of the world.

The eighth-grade and the high school geography classes should be provided with the physical-political maps of the world and each continent, and with numerous maps showing the distribution of resources, of industries, and of population. One of the basic principles with which geography deals is the distribution of people, industries, and resources on the earth and the underlying reasons for such distribution. Hence, such maps are essential in gaining the aforementioned sympathetic understanding of the nations of the world.

Why Should Maps Be Standard Equipment?

Government officials as well as civilians have suddenly become aware of our universal inability to read and use maps intelligently. Uncle Sam finds it necessary to spend millions educating our men in the armed services in the use of maps. This is a needless expenditure.

(Concluded on page 72)

THE AMERICAN School Board Journal

A Monthly Periodical of School Administration

Edited by
Wm. Geo. Bruce and Wm. C. Bruce

THE NEW TASKS

SINCE the September before Pearl Harbor, each school year has brought to the schools its own especial problems and responsibilities for special war services. While the local school systems have done magnificent jobs and almost without exception have exceeded the demands of federal and state bureaus, both in the field of supplying the labor of pupils and teachers for endless home-front jobs, the federal leadership has not been far seeing and the planning has been largely of the here-and-now kind. With the exception of the U. S. Office of Education and its management of the warworkers' training program, the federal agencies have shown little understanding of the interior problems of the schools and of adjusting war services to the daily programs of the schools and the objectives of education in a democracy. What has been done so well is due to the ability and willingness of school administrative heads and teaching personnel to quickly improvise the organizations and work programs and to give without stint of their time and effort.

For the school year just opened, two special tasks seem to be more important for the postwar period than the immediate effect upon the success of the military effort. The High School Victory Corps physical-fitness program has been instrumental, since January, 1943, for a vast improvement in the health and general fitness of both boys and girls. There is good reason for believing that the startling military rejection rate of 25.3 per cent among 18 to 19 year olds will be reduced gradually as the effects of the school instruction and of the medical corrective measures among the younger boys come to the attention of the army doctors. As time goes on, more and more of the 18-year-old inductees will show the effects of more than a year of the prehabilitation effort.

The immediate task for 1944-45 is to consolidate the gains made and to step up the program from mild exercise and emphasis on the correction of eyesight and hearing, filling teeth, discovering bad lung and heart conditions, etc., to universal effort for developing greater muscular strength, better muscular-nervous co-ordination, and mental health. Every high

school boy who does not have some condition which will lead to heart damage or other organic impairment deserves to enjoy a balanced physical-education program that will condition him for military service or for any other occupation and that will set up vigorous habits of healthy living.

Early in August, two federal agencies set up a "go-to-school" campaign, intended to return to high school at least a fraction of the million boys and girls who had withdrawn since 1940-41. For the school year 1944-45 the drive will have little result—it should have been in full swing as early as February last. For the school year 1945-46, action at this time is most desirable. Especially if the German collapse should come before the first of the year, the "go-to-school" movement will catch numerous boys and girls who are certain to be thrown out of work because of the cancellation of war-production contracts. These young people will need not only further education, they will need guidance for the shift into peacetime jobs of the life-career variety, they will deserve school credit for their work experience, and their maturity will deserve special attention in the selection of courses and teachers.

It is logical that the school boards act as the community agency responsible for all local go-to-school planning and action and that supervisory and teaching staffs make the active contacts with teen-age workers and their parents.

The afterwar problems of America in the field of education will hardly be solved unless the school year 1944-45 is actively used by the school boards and their executives for planning to meet the new social and economic conditions which can be foreseen at least in part. January first next is not too early a date to have plans for postwar school construction in blueprint form. Before the end of the semester some plans should be ready for returning military-service personnel to their school jobs. The study of the 1945 budgets will be incomplete without some consideration of the changing tax situation. The purchasing program, too, will need attention to the changing markets and sources of supply. All in all, the scholastic year of 1945-46 is one for intense activity in the local school headquarters offices.

UNIVERSAL MILITARY SERVICE

THE American Council on Education has announced that it is sponsoring a study of universal military conscription from the standpoint of education and social impacts and especially training for the professions. The historic experiences of the leading countries now at war and of such important

noncombatants as Sweden and Switzerland are to be scrutinized. In contrast to this cautious approach two agencies of the N.E.A. and a committee of the A.C.E. itself have come out flatly for the postponement of all consideration of universal military service at age 18 until after the conclusion of hostilities upon the argument that "debate thereon at this time may prove detrimental to sound national policy and the unity of the United States."

There seems to be ample evidence that considerable military forces will be needed by the United Nations for some years after the close of hostilities and that the United States will be obliged to supply a proportion of these forces. Even if a good peace is made there will be need of a trained American Army and Navy, at least until the nations are convinced that aggression against us is futile. For this purpose it will be better to take in each year a universal class of 18 year olds than to keep the more mature men under arms. That is especially true if the year of compulsory service is directed toward educating the boys in some fields which the schools cannot so well enter and if the young recruits are conditioned in health, made familiar with army discipline, and given a start toward adult maturity.

Until all the probable results of universal service are clearly understood and until the United Nations have set up an organization that will reasonably assure us against infractions of world peace, it will be advisable to continue universal service. And in the meantime efforts to help every boy complete his high school courses before the age 18, and of having him ready to continue his education for a profession, a trade, or a service occupation will be well spent. Ultimately, such a program should help eliminate a large standing army and an overextended navy.

STUDY OF POLITICS IN THE SCHOOLS

A GROUP of parents in a midwestern city recently urged the local school authorities not to encourage boys to study politics or to become politicians. The contention was that the very name politician implied selfishness, cunning methods, and a dishonest approach to public interests.

To discountenance politicians who are of the type named is quite proper. But how about the many honorable men and women who give thought and time to political activities in order that we may have good government, local, state, and national? What about the thousands of men and women employed in governmental capacities who are rendering honest and efficient service?

Is it not a fact that a true definition of the word *politics* implies an essential prerequisite to a democratic form of government? Does not the party system form the vehicle for discussion of issues and the selection of citizens for public office?

In discussing politics and politicians we must discriminate between the true definition of these words and its strict interpretation. There is a popular misconception of their meaning.

The fact remains that there is no more laudable civic activity than that which manifests a real concern in the machinery employed, namely, in political office and office seeking as a requisite to the maintenance of stable government. Hence, to decry politics *in toto* without designating the kind of politics is senseless.

Under the caption of "Political Illiteracy," a writer recently pointed out the woe-ful lack of knowledge on the part of the average citizen as to the scope and function of the units of government in which he lives and the public officials that represent him. As a remedy, he argued that more attention should be given to the study of civics in the public schools. If the citizen of tomorrow is to have a proper concept of a democracy and his obligation thereto the boy and girl of today should know the fundamentals of our civic institutions.

In maintaining a democratic form of government, the party system is an essential in fostering principles, policies, and issues of a timely nature. The schools may not be organized to train boys for political careers, but they can and should dispel false notions as to the mission of politics and the true function of the politician.

THE SCHOOLS AND WAR SURPLUS MATERIALS

THE schools will shortly have the opportunity to purchase some of the huge surplus of war materials which the army and navy have accumulated and which will be sold by seven distinct governmental agencies. It is believed that fully a billion dollars' worth of machinery, equipment, supplies, and food can be used advantageously by schools and colleges. About 95 per cent of the suitable materials is in the hands of the Procurement Division of the U. S. Treasury and is available through the five regional offices of the Treasury.

There is practically no school district which is not in immediate need of hundreds of items of teaching and operating materials and which has not on its hands a long list of deferred maintenance and repair jobs. Sound reasons have been advanced by leading school executives urging

the direct gift of usable war surpluses to the schools. It is pointed out that these gifts will make the smallest possible disturbances in industry and retail business, that numerous small and needy school districts will be enabled to carry a quality and variety of educational services which they have never been able to initiate without such help, and that there will be large ultimate public economies in the form of reduced local school costs. It should be added that these school authorities do not want to see any industry harmed by the gifts, that they do not want articles in kind or amount which they cannot promptly use. These school authorities are determined to carry on their regular procurement programs so that the firms from whom they have been buying will not be affected.

It is a very real opportunity and a responsibility of school boards and their

executives to avail themselves of the opportunity to obtain war surplus materials in a manner that will be most advantageous to the schools and without harm to business and to full postwar employment.

THE BOARD OF EDUCATION

Remember this: the schools belong to the people. No more unique contribution to American educational organization exists than that of the board of education. In the trilogy of the policy process, involving the development, enactment, and execution of policy, the school board as the people's agent, occupies a strategic role. In exercising this role, it stands to reason that through association and the participatory process school boards, like all democratic institutions, will find strength. — Alfred D. Simpson.

TEACH GEOGRAPHY

Let us teach geography, but instead of presenting facts of geography in the customary manner let us humanize its teaching and furnish its field with the living peoples who inhabit this earth. Let us teach our pupils and students what we know concerning the peoples of the earth, and make clear their respective value for one another and their potentialities for civilization as a whole. — M. F. Ashley Montagu.



School Board News

ADMINISTRATIVE POLICIES IN AMES

The Annual Report of Superintendent Leonard A. Steger, of Ames, Iowa, for the school year 1943-44 contains a brief statement summarizing in briefest possible form the administrative policies of the Ames schools and the respective duties and responsibilities of the board of education and of the superintendent:

In the field of school administration there is general agreement that the board of education and the superintendent of schools should determine and carry out those policies which give the school the guidance and direction it needs to enable them to meet the objectives of education agreed upon.

The separate functions and duties of the board of education and the superintendent of schools in

determining and carrying out policies are stated below:

1. The board of education and the superintendent of schools should jointly determine the policies of the schools under their jurisdiction;

2. The board should officially approve those policies;

3. The superintendent of schools should be held responsible for and be permitted to carry out the details of those policies.

This has been the practice in the Ames schools in the past in principle as well as in detail. The continuance of such a working plan will insure a more efficient institution where a maximum of opportunity can be provided at the least possible cost. It is urged that this plan for determining school policies by the board of education and the superintendent of schools and of carrying out the details of the policies by the superintendent continue in the same manner as before.

BOARDS OF EDUCATION

► New York, N. Y. To make it possible for the city schools to purchase surplus war materials from federal agencies, the board of educa-

tion has cut red tape which formerly restricted Maurice Postley, superintendent of school supplies. The board has authorized Mr. Postley to purchase such goods regardless of the sum involved, provided that, in his judgment, the material is useful to the schools.

According to Mr. Postley, there will no doubt be vast surpluses of war materials, some of which will be available for school use after the war. He warned, however, that the Treasury Department will not submit bids when it has buyers clamoring for an opportunity to purchase surplus goods.

► Quincy, Mass. The school board has employed Dr. Alfred C. Simpson, of Harvard University, to conduct a study of school salaries. An appropriation of \$1,800 was made to cover the work.

► Stevens Point, Wis. Salary increases of \$5 per month have been approved for all janitors and school secretaries.

► Peoria, Ill. The school board has voted to transfer \$10,673, net earnings of the school cafeterias to a special fund, to be used after the war for the purchase of equipment and repairs.



The Bridgeton, New Jersey, Board of Education in Session.

Left to right: Harris C. Hann, secretary; A. R. McAllister, Jr.; F. William Cox; Percy W. Owen, president; Rufus S. Richards; William H. Meyers, vice-president; M. Gregg Hibbs, Jr., superintendent of schools.

In a statement addressed to the community, Mr. William H. Meyers, vice-president of the Bridgeton board of education, summarizes the organization and the current work of the board as follows:

"Five men, representative of business, industry, and professions in Bridgeton, make up the board of education. It is natural, perhaps inevitable, for people to think of these men as a group—and in many instances it is right that they be considered so. Nevertheless, it should be recognized that these men whose decisions influence the lives of the boys and girls in our schools are five individuals with varied experiences and professional training, men whose combined opinions and efforts determine the policies, the organization, and procedures of the Bridgeton schools. . . .

"In the two regular meetings held each month, plus many others, the five members on the school board act as a judicial and policy-forming body. It functions only when in session and does not interfere in matters regarding the schools, unless a particular member has been authorized to do so by his fellow members during a regular meeting.

"The board delegates all executive functions to the superintendent of schools, whom it holds responsible as the administrative head of the school system.

"The board has the responsibility of properly financing the entire educational program as approved by it. Much time is spent in the preparation of the budget by the secretary and superintendent. It is realized that the budget is the master of all future decisions. During its preparation members of the city council and the mayor are consulted. A public hearing is held on the suggested budget prior to its presentation to the board of estimate. This group is composed of five members, namely, the mayor,

two members from the city council, and two from the board of education. By their majority membership on the board of estimate, those elected to guide the city have control over the money to be spent for education.

"Although the board acts as a whole, to expedite business certain members act as chairmen of the following committees: teachers, building and grounds, supplies and textbooks, cafeteria, athletics, vocational education, and finance. On the whole, the practice is to consult with the superintendent when he requires assistance. The superintendent, in turn, is expected to provide systematic reports on all matters, so that the board is cognizant of the success or failure in achieving objectives resulting from adopted policies. As the educational authority, he is expected to give the boys and girls of our city the best program possible within the limitations of the budget. . . .

"Although we work in complete harmony, we have had problems related to school systems. Finding competent teachers has not been easy. Salaries paid elsewhere seem to have an attraction. Our turnover of teacher personnel in the past school year was 21 per cent. In spite of awarding increments and bonuses to our faculty there is reason again to expect a large loss. The draft for military service will eliminate certain departments, if male replacements cannot be found. At this time, nine of our men and women are in the service of our country.

"In spite of losses, we believe improvements have been made. Outstanding are: the cooperative work experience program in the distributive occupations, and trades and industry; the addition of our agriculture shop in combination with a classroom; an intramural athletic program from elementary school through high school; improved supervision and aid to classroom teachers;

revisions or additions to the high school curriculums to allow boys opportunities for military preinduction courses; the increase in personnel and provision of a guidance office for that department; and a new system of attendance and care of pupils maladjusted to high school. Above all, with few exceptions, the splendid work of the past in the elementary schools and junior high school has been continued. . . .

"The future is being studied. Our tentative plans include seeking more help from parents whose children are not progressing as they should. A teacher trained in home visitation would save money by decreasing the number of pupils who fail. We desire a more thorough and comprehensive physical and mental health program. Playground equipment, more instrumental instruction, better provision for slow-learning or nonacademic pupils, more use of visual aids, such as pictures and moving pictures, and a closer relationship and follow-up of teaching material and experience from grade to grade, school to school, including the outlying districts who send pupils to our high school, are a few items being given consideration. The major need is space for the junior and senior high school. Properly equipped classrooms, and auditorium with acoustics, and a study hall with study facilities and sufficient lighting could then be given attention. . . .

"What the schools of Bridgeton face after the war is being studied. Whatever happens, we are all convinced that with the staff we have and the best teachers we can secure to take the positions of those who leave—we can carry on. We know that only with strong, well, and thoroughly trained teachers can we give our boys and girls the education they need and that our community and nation demands."

EDUCATION IS NOT A DESTINATION . . . IT IS A JOURNEY . . . ALWAYS, WE ARE EN ROUTE



Academy

*I*NVENTORS, scientists and engineers, by their solution of *technical* problems, have created many new problems of *life*.

Constantly their accomplishments are accelerating the tempo of progress with the result that the *rate* of change has been much greater during the last few decades than during past centuries. Technological developments in many different fields combine to affect every phase of human relationship in a rapidly widening radius, until the effects of the airplane now encircle the globe. No one can remain isolated from or immune to its influence.

Today's school teachers and administrators are faced with the greatest challenge of their profession. In the past there was more time in which the earth's inhabitants could absorb and adjust their lives to the impact of change. The very nature of the airplane, its three-dimensional freedom, its epochal speed, and its ability

Airport

to travel above all the earth's configurations, just as much prohibit leisure in which to meet its challenge in peace as they have done in war.

Therefore, the responsibility of educators is not confined to our youth. Statesmen, professional men and business men together are all caught in the swiftest change of time. Parents, educators and students are all "going to school." Their welfare, and the welfare of our nation, are dependent upon an enlightened and sympathetic public understanding of the social, political and economic potentials of the transport plane as an instrument of global communication.

Educators, anxious that this new invention be used as a means to attaining the highest level of civilization, are invited to join with us in developing programs for Air-Age Education.

Please write to us—send us your ideas, your problems and your suggestions and we shall be glad to cooperate with you.

Ask for free copy of Air-Age Education News. Ready for mailing September 15th

Air-Age Education Research

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School Law

School-District Taxation

Claims incurred for building purposes totaling \$16,552.12 incurred by a high school district after the debt limit had been exceeded were invalid. *Smith-Hurd statutes, c. 113, § 44.*—*Ohio Nat. Life Ins. Co. v. Board of Education of Grant Community High School Dist. No. 124*, 55 Northeastern reporter 2d 163, transferred 48 Northeastern reporter 2d 432, 318 Ill. App. 646.

Where the debt for which bonds were issued by the high school district was incurred before the debt limit had been exhausted, although

no election had been held, the debt was legal, and it was within the power of the general assembly to cure the defect. *Smith-Hurd statutes, c. 113, § 44.; c. 122, §§ 218, 406 u.*—*Ohio Nat. Life Ins. Co. v. Board of Education of Grant Community High School Dist. No. 124*, 55 Northeastern reporter 2d 163, transferred 48 Northeastern reporter 2d 432, 318 Ill. App. 646.

School-District Property

Where the evidence showed that a contract with a schoolhouse construction contractor to furnish and install equipment for electrical and program clocks and fire alarm and return-call systems in a schoolhouse involved labor on the site, and that such labor was performed by the subcontractor, a proviso in the construction contract specifications that a requirement of security

for the faithful performance of a contract should not apply to contracts for supplies only, involving no labor on the site, did not exclude a contract for the installation of such equipment from the protection of a performance bond.—*Lange v. Board of Education of Cecil County, to Use and Benefit of International Business Machines Corporation*, 37 Atlantic reporter 2d 317, Md.

The enactment of statutes authorizing negligence actions against certain cities and school districts and their liability insurers, thereby changing the rule of nonliability, indicated legislative confirmation of the rule of nonliability as applied to other governmental subdivisions not mentioned. *KRS 67.180, 160.310.*—*Brooks v. Clark County*, 180 Southwestern reporter 2d 300, Ky.

Teachers

Where a teacher was liable for injuries sustained by a student, the board of education was not chargeable with liability under a doctrine of "respondeat superior," but could only be held liable for failure to perform a statutory duty.—*Govel v. Board of Education of City of Albany*, 48 N.Y.S. 2d 299, N.Y. App. Div.

Where a board of education failed to enact and enforce the necessary rules as to care and supervision to be exercised by vocational teachers when students brought guns or other inherently dangerous instrumentalities into crowded classrooms for repairs, the board was liable for a wound suffered by a student as a result of the accidental discharge of a gun being repaired in class. *N. Y. Education Law, § 868, subd. 9.*—*Govel v. Board of Education of City of Albany*, 48 N.Y.S. 2d 299, N.Y. App. Div.

A teacher of physical education has the duty to exercise reasonable care to prevent injuries, to assign pupils to such exercises as are within their abilities and to properly and adequately supervise their activities, a breach of which duty constitutes an acceptable negligence on the part of a teacher. *N. Y. Education Law, §§ 695, 696.*—*Govel v. Board of Education of City of Albany*, 48 N.Y.S. 2d 299, N.Y. App. Div.

A vocational education teacher who failed adequately to supervise the testing with live ammunition of a gun being repaired in class, and who failed to warn other students, was liable for the wounds suffered by a student as a result of the accidental discharge of such gun.—*Govel v. Board of Education of City of Albany*, 48 N.Y.S. 2d 299, N.Y. App. Div.

AMES SCHOOL CAFETERIA

The Ames High School, at Ames, Iowa, has enjoyed a unique arrangement of joint direction of all cafeteria activities by the high school administration and the Institutional Management Department of the Iowa State College. The cafeteria has been in effect a laboratory in which advanced college students have been given production and management experience in handling day-by-day work of the cafeteria. For two 3-hour laboratory periods at the high school laboratory, and two 1-hour lecture periods at the college per week, the students received four hours of credit.

The arrangement provided a high type of personnel for the cafeteria, at a considerable economy in outlay for labor. During the past school year several dinners were served each month to adult organizations in the community, as well as to school groups. The students also served special high school groups from time to time with noon luncheons. Teas, refreshments, and picnics were served at cost to various organizations which requested the service.

The home-economics classes of the high school cooperated with the cafeteria in a number of projects involving the preparation and serving of food to large groups. The home-economics classes also canned food for the cafeteria.

During the year, the cafeteria served 26,672 meals, at an average cost of 24.85 cents. The total receipts for the year, including service to outside groups, was \$6,223.82.

WHAT IS YOUR POST WAR PICTURE?

Plan for TOMORROW

SHeldon

PLANNING ASSISTANCE

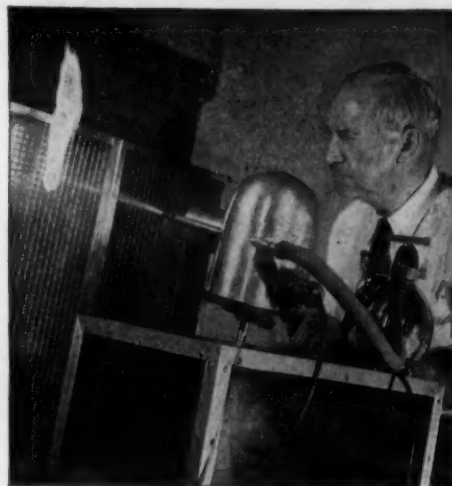
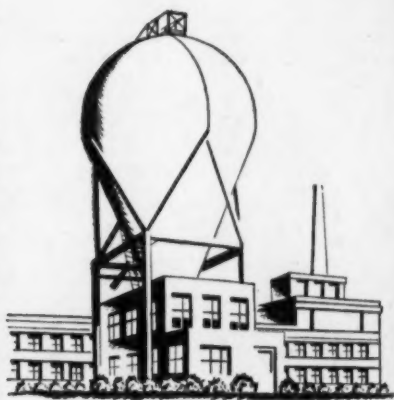
School architects, administrators and teachers are studying present day school facilities and contemplating postwar demands. They are fully aware of the academic and vocational training our returning soldiers will need. They know these men must be given every opportunity and facility for again becoming useful and happy citizens. To meet tomorrow's educational challenge careful and thoughtful planning, with relation to existing school facilities and the acquisition of additional or new accommodations, is required. Sheldon's 24-page brochure, visualizing many of the advancements expected in tomorrow's schools, is yours for the asking. In this brochure you will find ideas which we believe will stimulate thinking and simplify your planning problems.

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ASBJ-94



Personal News

► CAPT. R. EMERSON LANGFITT, educational adviser for the Information and Education Section, headquarters, U. S. Army Forces in the Far East, has been promoted to the rank of major. Major Langfitt is an assistant professor of education on leave from the School of Education, New York University.

► J. P. MANN, superintendent of schools at South Milwaukee, Wis., has resigned in order to accept the superintendency at Appleton.

► PHILIP J. HICKEY has been elected to a four-year term as superintendent of schools of St. Louis, Mo., at an annual salary of \$12,000. For the past two years Mr. Hickey has been acting superintendent, succeeding Homer W. Anderson, who has been on leave.

► CALVIN S. DECK, of Bosworth, Mo., has been elected

superintendent of schools at Mokane, to succeed A. E. Swearingen.

► DR. WORTH MCCLURE, formerly superintendent of schools at Seattle, Wash., has been elected superintendent of schools of University City, Mo. He succeeds Charles Banks who retired on June 1.

► The school board at Topeka, Kans., has reorganized with CHARLES R. BENNETT as president, THELMA MIFFLIN as clerk, and ELIZABETH DONALDSON as treasurer.

► The board of education at Seymour, Ind., has reorganized with A. L. JACKSON as president, R. B. ETTER as secretary, and EDWARD MASSMANN as treasurer. Mr. Etter, a new member of the board, succeeds Wilbur C. Baldwin.

► CHARLES A. MILLER, of Lee, Mass., has been elected superintendent of schools at South Hadley.

► RAYMOND H. DAY, of Rankin, Ill., has been elected superintendent of schools at Carbondale.

► DR. J. L. TRUMP, of Gary, Ind., has assumed his duties as superintendent of the Waukegan Township High School at Waukegan, Ill. He succeeds John W. Thalman.

► DR. WAYNE T. BRANON, of Carteret, N. J., has suc-

ceeded A. G. Woodfield as supervising principal of schools at Hillside.

► SUPT. M. C. LEFLER, of Lincoln, Neb., has been re-elected with an increase of \$500 in his annual salary.

► O. L. JOHNSON, of Greencastle, Ind., has been elected superintendent of schools at Linton.

► M. G. GEGAN has been elected superintendent of schools at Menasha, Wis., to succeed the late Frank Younger.

► LOWELL A. SMALL, of Fort Scott, Kans., has been elected superintendent of schools at Pittsburg. He succeeds Howard McEachen.

► RALPH MORGAN, of Alma, Mo., has been elected superintendent of schools at Perry.

► WAYNE GRAY, of Addison, Mich., has been elected superintendent of schools at Garden City.

► SUPT. GORDON L. EWING, of Shelby, Mich., has completed a summer course at Michigan State College and received his master's degree on July 28.

► SUPT. E. L. ALEXANDER, of Edwardsville, Ill., has been elected president of the Edwardsville Rotary Club.

► E. A. ANDERSON has accepted the superintendency at Marengo, Ill.

► DR. WILLIAM PEDEN, formerly professor of English at the University of Virginia, has joined the staff of the Extension Division as director of home study courses. Dr. Peden has been assigned the task of reorganizing and expanding the university's home study courses for credit toward academic degrees. This work was formerly conducted by the Radford Teachers' College but was discontinued July 1.

► LEONARD LARSON, of Lincoln, Neb., has assumed his duties as superintendent of schools at McCook.

► HARRY L. STEARNS has been elected superintendent of schools at Englewood, N. J., to succeed Winton J. White. He was formerly head of the schools of Woodbury.

► WARREN J. MCCLAIN, of Pennington, N. J., has become superintendent of schools at Woodbury, succeeding Harry L. Stearns.

► WILLIAM S. TWICHELL succeeds Warren J. McClain at Pennington, N. J.

► ROBERT A. QUICK, of Thedford, Neb., has been appointed superintendent of the Platte County schools at Columbus.

► D. L. COOK, formerly supervising principal of the schools of Plant City, Fla., has been commissioned in the Navy.

► E. DALE KENNEDY, of Rochester, Mich., is taking graduate work at Michigan State College, East Lansing.

► THOMAS H. FORTUNE, of Rockport, Ind., was a delegate to the annual meeting of the National Education Association in Pittsburgh.

► J. LESLIE CUTLER, superintendent of schools at Coronado, Mich., died suddenly on June 21.

► HOWARD D. MCEACHEN, of Pittsburg, Kans., has taken a position as head of the Shawnee Mission High School.

► CECIL E. MACDONALD has been elected superintendent of schools at Menominee, Mich., to succeed Ralph E. Brant.

► NICHOLAS P. CUPERY, of Friesland, Wis., has been elected superintendent of schools at Medford.

► J. MAURICE STRATTAN, formerly supervising principal of the Plymouth township schools at Norristown, Pa., has been elected supervising principal of the West Reading schools, to succeed the late Herbert P. Holtzman.

► MR. CARDIN BROWN, formerly principal of the Plymouth Consolidated School, Plymouth, Pa., has been elected supervising principal at Norristown, to succeed Mr. Strattan.

► A. D. WILKINSON has been elected president of the board of education at Appleton, Wis.

► CHESTER S. HUBBARD has been elected president of the board of education at Kenosha, Wis.

► DR. J. A. HOHY has been elected president of the board of education at Yankton, S. Dak.

► DR. J. B. GREGG has been re-elected president of the school board of Sioux Falls, S. Dak.

► The school board at Rapid City, S. Dak., has reorganized with HOWARD L. MCCOV as president, DR. R. H. JERNSTROM as vice-president, and A. K. THOMAS as treasurer.

MR. ERMAN S. SMITH RETIRES

Mr. Erman S. Smith, superintendent of the public schools of Barrington, Ill., since 1908, retired on July 1, after 36 years in that capacity.

Mr. Smith went to the Barrington schools in 1908, when there was only a two-story building with eight teachers. During his period of service, he added many new courses, introduced vocational instruction and established the first manual training class. In 1925 he was responsible for the construction of an addition to the school. In 1936 another addition was erected.

Superintendent Smith always kept abreast of all progress in education. He is a charter member of the Superintendents' Round Table of Northern Illinois.

At a tea party given by alumni and friends of the Barrington High School, Mr. Smith was presented with the degree of Useful Citizen, and 36 red roses, representing 36 years of service as superintendent, were given to Mrs. Frances Smith.



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IN PEACETIME—THE WORLD'S LARGEST MANUFACTURER OF BAND INSTRUMENTS

THE NEW YORK STATE SCHOOL LUNCH PROGRAM

New York state schools are entering upon the 1944-45 state-wide school lunch program with every school fully ready to utilize the generous funds supplied by the U. S. government under the renewed federal subsidy voted by Congress in July. This desirable situation is the outcome of a carefully directed and fully supervised program of school lunch operation, for which the state department of education developed a complete series of guiding policies, supplied field supervisors, and gave such practical help as training cooks and supervisors, suggested food preservation and menus, etc.

The school lunch program of New York State, in the fall of 1943, was placed under the general

direction of Dr. E. R. Van Kleeck, with Dr. Marion S. Van Liew as director of the immediate problems of supervision. One supervisor was then employed and a second one entered the work in 1944.

Under the arrangement, developed by the State Bureau of Home Economics, the local school administrator is responsible for the program; the school board provides a suitable place, pays for overhead expenses and labor costs, and all of the work is under the direction of a trained supervisor. All teachers share in the lunch program and local community groups act in an advisory capacity. The latter provide volunteer managers, workers, food, and some financial assistance.

Up to the present time, the state supervisors have worked in 39 counties of the state. One hundred and twenty-eight schools have been vis-

ited in 106 communities in 32 counties. Special attention is being given to the school lunch in Indian schools.

A total of 759 schools in 443 communities have been approved to receive funds from the Federal Food Distribution Administration for reimbursing their school lunches. A total of 130,875 children are benefiting from the school programs, with 67,444 served a lunch daily, and 63,431 served milk only.

Numerous meetings have been held with local school authorities and an all-day training school for lunch managers and cooks was held at the State Institute in Morrisville. At these meetings emphasis was placed on menus, preparation of food, management problems, and sanitation. A steady improvement in the school lunches has been noted.

The menus are varied, with a variety of hot foods served during the week. Fresh vegetables and salads are proving popular, and whole wheat and milk are being used in huge quantities. More and more the mealtime is used to teach food selection, table manners, and social behavior.

The dining rooms have been made attractive through the use of inexpensive decorations, plants, and pictures. Health posters and other materials prepared by the pupils have been displayed.

During the past summer, school administrators were encouraged to plan for the food supply for the school year. Suggestions were given on preserving foods, methods to use, training of workers, and ways of preserving foods for the school lunch.

PROMOTING GOOD HEALTH IN RIVERSIDE, ILL.

During the period of the war emergency, the public schools of Riverside, Ill., have endeavored to strengthen and extend the health program for the schools.

Through the splendid cooperation of the local medical profession, an excellent program of medical checkups has been introduced as a means of controlling scarlet fever, tuberculosis, diphtheria, and smallpox. On a certain day designated each year, all children whose parents give consent, are given the Schick Test for diphtheria and the Dick Test for scarlet fever. While the number of children immunized against these diseases has increased during the seven-year period from 1935 to 1942, there are a number of children still not immunized, which indicates the need for continued emphasis on this phase of the program.

The tuberculin skin test is made available to all children and arrangements are made for X-ray examinations, at the small cost of \$1. Where families are unable to pay the cost, the services are provided free of charge.

Tests of the eyesight of children are conducted periodically by means of the Snellen Eye Chart and the visual aids survey service. By means of the tests children with poor eyesight are discovered and sent to an oculist for diagnosis and treatment. In addition to conserving the child's eyesight, such procedure brings about the necessary improvement required for the child to master his work in reading. In a similar manner, the hearing of the children is checked by the school audiometer, and dental checkups are conducted by a group of local dentists. The latter have proved helpful in emphasizing the importance of the care of the teeth and the need for remedial treatment.

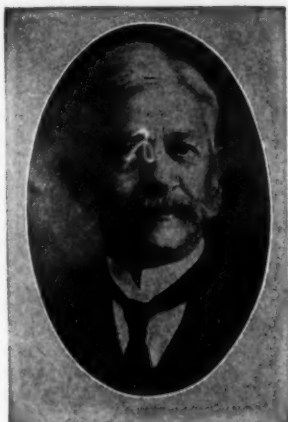
PROGRESS IN EDUCATION AT RARITAN, NEW JERSEY

The Bridgewater township schools at Raritan, N. J., during the past school year have been operating under a new curriculum prepared by the teachers' committee. Three parts of the curriculum—science, mathematics, and social studies—were evaluated by the various schools and changes were recommended for next year. The plan followed was for each school's faculty to evaluate the three subjects and then the chairmen met to unify their views. It was decided to allow each school to work out a vertical organization of subject matter from the kindergarten through the eighth grade.

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Teachers' Salaries

ROCK ISLAND SALARIES ADJUSTED UPWARD

The board of education of Rock Island, Ill., has adjusted all teachers' salaries upward. A temporary cost-of-living increase of \$200 has been allowed to all re-employed members of the school staff, professional and nonprofessional, and a cost-of-living allowance of \$100 has been granted recruits. New and higher maximum salaries have also been adopted to replace the schedules of last spring. Under the new schedule it is believed that teachers are in better position than in most cities and that it will be possible to hold those now in service.

HOUSTON SALARIES

After many discussions, ranging over a period of more than a year, the Houston, Texas, board, at the July meeting, adopted the following minimum and maximum salary schedule for principals, assistant principals, and deans in the public schools.

Principals of senior high schools, where there is a scholastic enrollment of one thousand or more, and who have a bachelor's degree, will receive a minimum salary of \$3,900 and a maximum of \$4,000; with a master's degree they will receive a minimum of \$4,800 and a maximum of \$5,000. Assistant principals, with a bachelor degree, will receive a minimum of \$3,200 and a maximum of \$4,100; with a master's degree their salary will range from \$3,300 to \$4,300.

Principals of junior high schools, with less than 15 teachers or less than 490 scholastic attendance, and those of elementary schools with more than 490 attendance and less than 15 teachers, will receive a salary ranging from

\$3,100 to \$4,000 if they hold a bachelor's degree; if a master's degree their salary will range from \$3,200 to \$4,200.

In elementary schools with from eight to ten teachers, or from 280 to 490 pupils, principals will receive a minimum salary of \$3,000 and a maximum of \$3,800 for bachelor's degrees, and for master's degrees the salary will range from \$3,100 to \$4,000.

Head teachers of elementary schools, with three to seven teachers and from 106 to 280 pupils will be paid from \$3,000 to \$3,300 for a bachelor's degree, and from \$3,100 to \$4,000 if they hold a master's degree.

In smaller schools head teachers will receive \$2,900 for a bachelor's degree, and from \$3,000 to \$3,100 for a master's degree.

High school deans will be paid from \$3,000 to \$3,300 if they hold a bachelor's degree, and from \$3,100 to \$3,500 if a master's degree.

TEACHERS' SALARIES

► Somerville, Mass. The school board has adopted a new salary schedule for teachers, to become effective January 1, 1945. The minimum and maximum salaries for general teachers are increased, but above that level the new schedule provides no increases.

► Waltham, Mass. The school board has voted to establish a carefully graded salary schedule for teachers, beginning next fall.

► The school board of Lincoln, Neb., has approved an upward revision of the salary schedule for all teachers for the year 1944-45. The maximums for permanent teachers have been raised from \$1,600 to \$1,800 for those with less than a degree; \$2,000 to \$2,300 for those with a bachelor's degree; \$2,200 to \$2,500 for those with a master's degree, and \$2,400 to \$2,700 for those with a doctor's degree.

► Lincoln, Neb. The State Board of Equalization has denied a request of the teachers of Omaha to raise the Douglas County assessed

valuation to bring in a half million dollars to give teachers' salary raises. It is expected that the case will be taken to the Supreme Court in an effort to obtain adequate pay for teachers.

► Governor Arnall of Georgia has turned over to the state board of education an additional \$4,348,000 for the common schools during the school year 1944-45, of which \$3,148,000 is for teachers' salary increases.

This is the largest single increase ever provided in the history of the state for teachers' salaries. Not only will next year's pay be 30 per cent higher than this year, but 55 per cent greater than last year.

► The Indiana State Board of Finance has approved the distribution of \$10,294,888 of state funds to local school units for teachers' salaries. It is the first semiannual distribution for the new fiscal year beginning July 1.

► Belleville, Ill. The grade school board of Dist. 118 has amended its rules governing teachers to provide that no teacher over 65 years shall be appointed or retained on the school staff. If a teacher attains his or her sixty-fifth birthday during a semester, retirement must take place at the end of the fiscal year.

► The school board of Atlanta, Ga., has denied a charge made by Samuel L. Davis, a Negro, that there is discrimination in salaries paid white and negro teachers. The board is at present engaged in classifying of all teachers, both white and colored, and all will be paid on the same basis following the classification.

► Minnesota school districts employing uncertified teachers or falling below enrollment standards have been warned by the state board of education that they are in danger of losing their financial aid from the state. During the past year 89 schools employed one or more teachers who were improperly certified, or who held no certificate to teach. Thirteen schools had enrollment declines below the minimum standards set for their classifications.

School Building News

MEETING SCHOOLHOUSING NEEDS

The board of education of San Diego, Calif., has issued a report dealing with the adequacy of the unified school district to meet educational needs of the future. The data were obtained from a survey, conducted by a firm employed by the San Diego Chamber of Commerce to determine the city's ability to meet demands of the community in the postwar period.

The schools of the city, having been able to serve the community in many ways during the war period, feel that they are adequate to meet requirements of the postwar period.

Since 1930 the schools have been operating on

a pay-as-you-build plan, which had been carefully worked out by the board and the administrative officials. Since the middle thirties, from \$300,000 to \$400,000 have been put annually into new plants, new wings, and new classrooms; during the war period, the same amount is going each year into a building fund. The amount of this fund has now reached \$800,000 and with \$200,000 more to go into the fund after July 1, the fund will have reached one million dollars. The money has been invested in short-term government bonds.

The board has managed its own building problems and has solicited and received the aid of the Federal Government in meeting the school-building needs for children of warworkers so that the district has carried out a very satisfactory building program. Complete plans to use the pay-as-you build plan systematically in the future have been prepared and are available at a moment's

notice. Further details of the building program are also found in the annual reports of the city schools.

A study of the city's expected population after the war indicates that there is reason for believing that the city will continue to grow even after the coming of peace. It is expected that present buildings and the projected building plans will take care of all housing needs. Should the population remain static, or even decrease, opportunity will be given for getting rid of the oldest of the temporary structures, and for discarding the newer elementary schools without any loss to the school district.

By 1948, it is estimated, the school district will be almost out of debt, and a few years later it will be completely free of bonded indebtedness. The district now operates plants, the value of which reaches \$9,000,000, and the land upon which the buildings stand is worth \$3,000,000. Having worked out of a situation of indebtedness and depression, and having served the community in its period of most rapid growth, the district feels competent to meet postwar building needs in its usual fashion.

SCHOOL PLANT MAINTENANCE IN AMES

In the Annual Report of the Ames, Iowa, school system Supt. Leonard A. Steger makes six recommendations for continuing a high level of effective school-plant maintenance. He writes:

1. Custodians are urged to study their jobs and apply the best practice whenever possible. The practice of economy in the use of materials is very important. Custodians should assume responsibility for checking room temperatures regularly, seeing that the ventilation system operates properly, for keeping all parts of the building clean and neat without being told, and should realize that the upkeep of the grounds is just as much a part of their job as is attention to the care of the building.

2. A program for the improvement of school lighting should be given attention in the maintenance program as soon as possible.

3. A systematic program of building maintenance has been carried on throughout the school system for a number of years. This should continue—it should be planned well in advance and should be provided for in the school budget.

4. A systematic check should be made of all shrubbery and tree plantings of the various school sites, except the high school, with a view to improving and shaping these plans to the architecture of the buildings and to the particular plot upon which they are located.

5. The equipment in the schools has been well maintained over a period of years. This policy should be continued. As soon as possible attention should be given to the installation of modern school seating in the elementary grades throughout the various buildings.

6. After the war, attention should begin to center on the needs in the areas of physical education and the auditorium arts in the elementary schools. To adequately instruct for these needs small gymnasium-auditorium units should be added to five grade schools. A new ungraded school plant is an imperative. This should be built as soon as possible.

BUILDING NEWS

► Rock Island, Ill. Due to a change of policy in Cook County, valuations have been increased by \$2,100,000 to the present figure of \$25,550,171. The addition of this valuation, which is largely railroad and capital stock, has made it possible for the board of education to add to the maximums of each category in the salary schedule.

During the year 1943-44, the board looked forward to the ending of the war and employed an architectural firm to draw up working drawings for the remodeling and enlargement of the Franklin Junior High School. Preliminary sketches are also being prepared for the enlargement of the Washington Junior High School and the Grant School, and a large gymnasium for the Central and Lincoln Schools.

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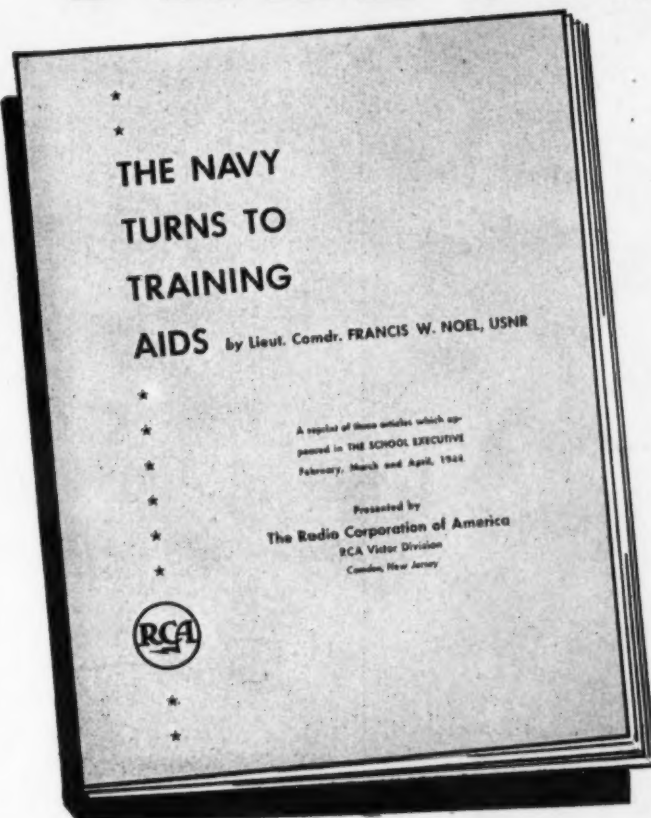
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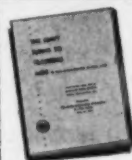


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ONE of the surest ways to keep teachers happy under today's heavy loads is to rid your school of the pesky noise demons. During warm days these trouble makers leap through open doors and windows, adding to the din of regular classroom noises. Noise is bound to strain teachers' nerves, make them tire more quickly. You

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New Books

Public Utilities Costs in California Schools

By C. L. Suffield. Cloth, mimeographed, 255 pages. California Association of Public School Business Officials, Los Angeles, Calif.

This comprehensive study indicates that the rates charged for electric light and power to California schools are higher than similar services provided to any other class of consumers. The data also indicate that the electric service costs per unit are actually less than those of the surrounding domestic users who enjoy lower rates. In the secondary schools where power machinery is used, the practice of using separate meters for light and for power causes the schools to pay more than the estimated cost of the service justifies. All the findings painstakingly collected contribute to the conclusion that the utility corporations could, if they were so minded, make a fair adjustment of rate schedules so as to provide the schools with electric power at rates as favorable as those given to other types of consumers, and that they could do so without appreciable financial unfairness to their stockholders. The author argues that the schools do not operate for profit but make large social contributions to the communities and the state; that they are most desirable customers from the standpoint of credit and regularity, and that they purchase power when it can be supplied most readily without overburdening the services. All in all, they deserve much better treatment than they receive.

To find the fact that the schools are being overcharged and to induce the power companies to correct the situation are vastly different problems. The author of the present study indicates that there is a huge task in finding the facts of overcharges; he also suggests how, and by whom, the inequities now suffered by the schools should be corrected. The problems of arousing state-rate making officials to action, and of carrying on the long, complicated, and troublesome negotiations with the power companies and the state officials are outlined. As a practical illustration of procedure, the author includes the details of a survey conducted in his own home city of San Bernardino and the several steps, including the documents of the "case" presented to the local power company, and the appeal made to the state commission in charge of the public utilities control.

The study recommends numerous steps in internal school management which can be taken for improving the schools' use of utilities services. Considerable economy can be made if the school plant is checked for unifying and reducing electric meter installations, improving wiring, and eliminating waste and loss of both light and power through careless use of lights, etc.

In an extensive appendix, the study presents a vast amount of data in the form of tables and charts supporting the findings and conclusions.

While the public utilities situation differs vastly in the various states and even in adjacent communities, a study like the present is of wide value in that it arouses school authorities to a consciousness of their responsibility for understanding their immediate situations, and of finding ways and means to reduce costs where these are excessive and where rate reductions should be made.

Mr. Suffield and his committee have rendered a valuable service in their painstaking studies and in their patient, long-continued efforts for securing advantageous utility rates.

Opportunities for Youth in Air Transportation

By Frances Aves Smith and Nikolaus L. Engelhardt, Jr. Paper, 32 pages. Price, 25 cents. Published by the Air-Age Education Research, 100 East 42nd St., New York, N. Y.

This attractive booklet outlines the duties of employees in the eight general types of aviation work, with emphasis on traffic promotion, maintenance, dispatching, meteorology, flying, passenger service, administration, and clerical work. The presentation is excellent for direct guidance.

The Sword Is Drawn

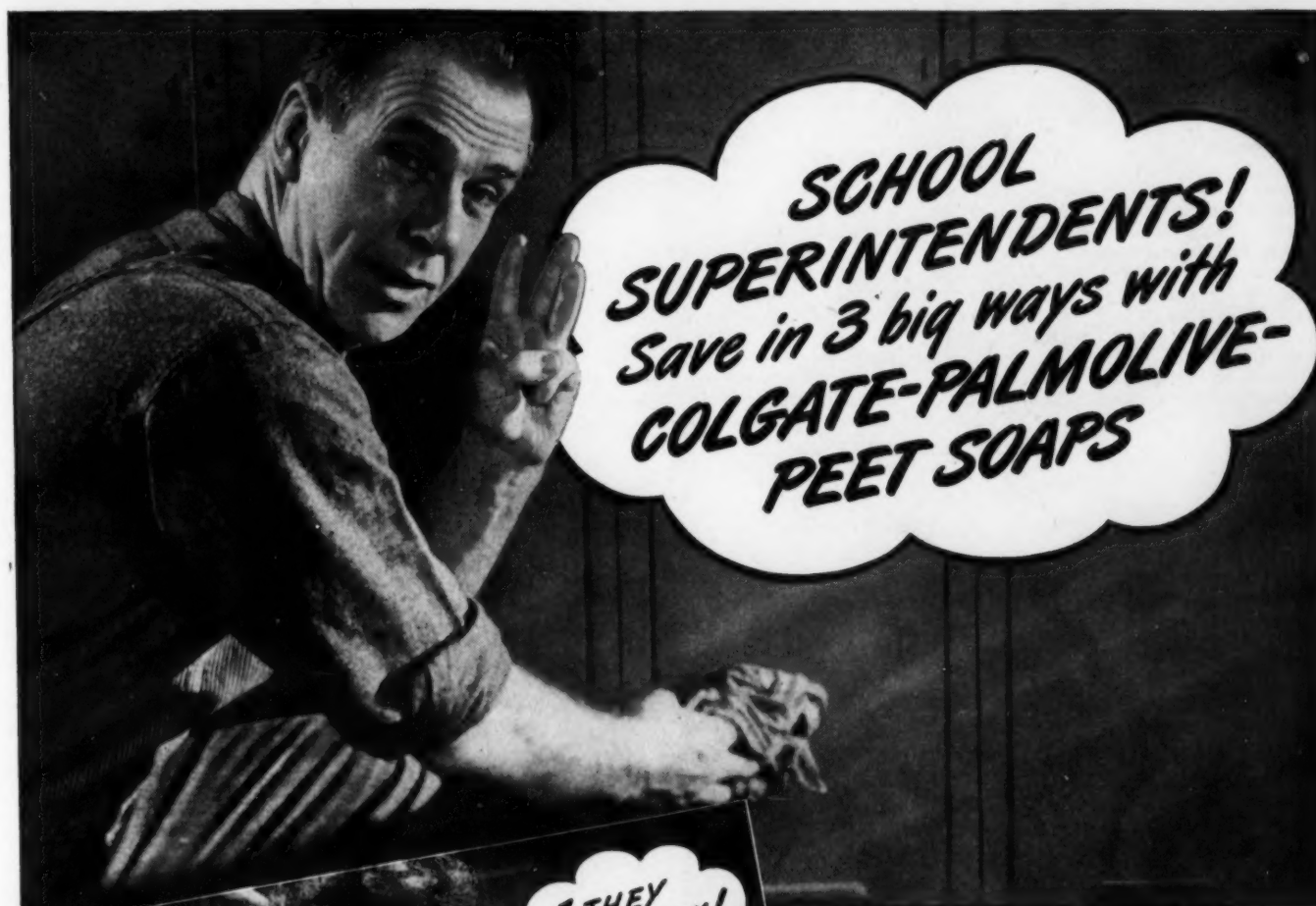
By Andre Norton. Cloth, 180 pages. Price, \$2. Houghton Mifflin Company, Boston, Mass.

Lorens Van Norreys was driven out of his Netherlands home by the German invaders. How he escaped to the Dutch East Indies to be driven out again by the Japs, and how he returned home by way of America and England, to regain the ancient and valuable necklace, provides a fine narrative of the present war.

Building for Safe Living

By Jamison, Johnson, and Watson. Paper, 156 pages. Price, 60 cents. D. C. Heath & Co., Boston, Mass.

An activity-text-workbook for use in the junior high school. It covers all phases of health and safety, including a chapter on the structure, functioning, and care of the body, and one on first aid and care of the sick. The lessons in safety include safety in the home and school, on the highway, and in the city and the country.



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SCHOOL-BOARD POLICIES AT RARITAN, NEW JERSEY

During the school year 1943-44, new policies were inaugurated by the Bridgewater township board of education at Raritan, N. J. The outstanding changes in policy, as adopted by the board, are:

1. A revision of the school code
2. Abolition of the standing committees of the board with the exception of the committees on finance and teachers' problems
3. A canning center sponsored during the summer months for residents of the community and surrounding district
4. Leaves of absence granted to teachers with husbands in the armed services
5. Admittance of certain high school students of the Somerville District to the Bound Brook High School

6. Personnel committee designated to make reports on conditions in the schools

7. Storehouses erected on the school grounds to provide fuel for the schools next year

8. Salary policies adopted for custodians, full-time teachers, and substitutes.

WORK-EXPERIENCE PROGRAM IN NEW YORK HIGH SCHOOLS

High school boys and girls enrolled in the cooperative education course in the New York City high schools earned a total of \$625,608 during the past school year, according to a report of Miss Grace Brennan, assistant director of cooperative education of the high school division.

Under the cooperative education program, pupils take the regular high school course during the first two years, and during the last two years spend alternate weeks at school and on a job. The cooperative course, according to the report,

has held the pupils in school in spite of lowered high school registers and the tendency of students to leave school to find jobs. At the close of the June term, there were 2051 pupils on register in these courses—1325 of whom were in the alternating classes and employed. The remaining 726 were in the lower terms.

The report points out that the large number of afterschool jobs paying high wages at the present time is having an unfavorable effect on the supervised plan of cooperative education, which required a carefully selected job, related to the schoolwork of the child.

SCHOOL ADMINISTRATION

► Barrington, R. I. Supt. Ralph D. McLeary, in a report to the school board, has given an outline of the special activities to be engaged in next year. They include (1) an extension and expansion of physical education and athletic programs, (2) increased attention to guidance work through the addition of a special guidance teacher, and (3) the employment of a full-time sixth-grade teacher to relieve the principals of two elementary schools for full-time administration and supervision. The new teacher will be employed for the school year 1944-45, at a salary of \$1,300, plus a cost-of-living adjustment.

The school board has established a summer remedial clinic for children who can profit from a program of remedial instruction. A definite and detailed program of instruction is being carried out under the direction of special teachers.

► Day camps for children, sponsored as a community enterprise and publicly financed, are being conducted all over the country this summer and are playing an important role in fighting juvenile delinquency. The new camps, operated as community enterprises, offer camping experience close to home for all boys and girls. In Atlanta, Ga., 2000 boys from 7 to 15 years enjoyed a day camping program worked out by the YMA. Six free day camps are operated in Washington, D. C., and special camps for children of working mothers are maintained in Hartford, Conn.

► Community school lunch programs will be continued throughout the country during the next school year, as a result of an appropriation of \$50,000,000 by Congress.

During the 1943-44 school year, more than four million school children participated in the federal-loan program, and it is expected that the program for 1944-45 will be similar to that carried out last year. The WFA will make food available for distribution to schools operating under the program and will reimburse local sponsors for purchases of food up to a maximum amount, according to the type of lunches served.

► Leshara, Neb. The high school grades will be closed for one year and the district will pay the tuition of the high school students in any high school they choose to attend. Under the new arrangement, each family will furnish its own transportation.

► The New York State Education Department has reported the establishment of 13 central school districts during the school year 1943-44. The new districts replace 284 rural schools.

The Central Square School replaces 40 one-room country schools, while the Orchard Park replaces only 8 schools. New York State now has, according to the report of Dr. Edwin R. Van Kleeck, assistant commissioner of education, a total of 311 central schools in operation.

► A high school victory corps program, in a modified form, has been introduced in the high school at Perth Amboy, N. J. The program has been adopted in part and is being adapted to the needs of the students, especially those who have entered the armed services, or who expect to enter them. The mathematics course has been modified to make it more useful. A new course in automotive mechanics has been introduced, as well as work in physics and aeronautics. Physical education has been revised and improved to prepare boys for the vigorous training they will receive when they enter the armed forces.



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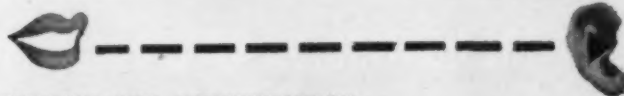
ONCE UPON A TIME it almost seemed as if the school curriculum *had* to be founded on drudgery. But modern audio-education has proved that *learning can be fun*—and all the way from kindergarten to P. G.!

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For information on the use and installation of sound systems, consult your local Stromberg-Carlson Sound Equipment distributor. His name will be found in the classified section of your telephone directory. Or write Sound Equipment Division, Stromberg-Carlson Company, Dept. 72, 100 Carlson Road, Rochester 3, N. Y.

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BOARDS OF EDUCATION

► Birmingham, Mich. On December 20, 1943, the electors of School Dist. 1 of the townships of Bloomfield, Troy, Royal Oak, and Southfield, in Oakland County, voted to classify the district as a district of the third class and to call it the "School District of Birmingham." At the same time, the electors approved the annexation of School Dist. No. 3, comprising the townships of Southfield and Bloomfield.

Since becoming a district of the third class, the five-member board has been increased to a seven-member board. At the annual election in June, 1944, three new members were elected and a former member was re-elected to fill two expired terms and to add the two additional members to the board. The board was reorganized with Lee E. Joslyn, Jr., as president;

Ernest Seaholm as secretary; and Wylie Groves as treasurer.

► New York, N. Y. The board of education has authorized Maurice G. Postley, superintendent of supplies, to sell 400,000 school texts no longer suitable for study in the city schools. The old books, some of them dating back to 1925, will be disposed of: (1) by direct sale to large-lot purchasers, (2) by sale to publishers who will give credit in the form of reduced prices on new texts, and (3) as wastepaper. It is estimated the board will realize about \$1,000.

► Athens, Wis. The school board has begun plans for an extensive program of schoolground beautification, to be carried out after the end of the war. The project will include new walks, the planting of shrubbery, and other improvements to the grounds.

► Warsaw, Ind. A farm-shop course has been added to the agricultural vocational department to train boys in the repair of tractors and other farm implements and tools.

► Lincoln, Neb. The school board has approved new vocational courses in refrigeration and hospital nurses' aid training.

► Darien, Conn. A committee of teachers, working under the direction of the head of the high school English department, has begun a revision of the course of study in English. The new curriculum, which is intended for all grades of the schools, is the result of a two-year study made by the committee.

► Council Grove, Kans. A special experimental class has been established in the commercial department of the high school in retailing and salesmanship. Students will be placed in downtown stores for practice work and will receive classroom credit for time spent in the stores.

► Rock Island, Ill. During the school year 1943-44, two new courses were introduced in the high school. Vocational machine-shop work was offered during the second semester, with an initial enrollment of 22 students. Other practical courses offered were those in blueprint reading and shop mathematics. The classes in mechanical drawing became so large that two instructors were employed to direct the work. The machine-shop classes also reported a large enrollment and three instructors were employed in the two shops. In the junior high school, new tools and equipment were installed. New courses in shop mathematics, electricity, and sheet-metal work were introduced.

► Thompsonville, Conn. The school board has adopted a budget of \$232,150 for the school year 1944-45, which is an increase of \$5,350 over the amount for 1943-44. In addition, the board has asked an allotment of \$14,300 from the state to finance the job-finding course at the Enfield High School. Salary increments account for an increase of \$175 in the sum requested for general control.

► New London, Conn. The city council committee on finance has voted to restore the \$26,000 cut made recently in the school board's budget, which places the budget at the original estimate of \$391,963. President F. W. Edgerton and other board members gave detailed replies to questions to show why they could not operate the schools if the budget cut were not restored. The board members maintained that it was an honest budget reached after careful study.

► At Dillon, Mont., the school board has discontinued the industrial-arts course for the duration, due to the fact that no teacher is available at the present time. It is planned to resume the course during the postwar period.

► Detroit, Mich. The board of education has ordered the creation of the first school of industrial health. The new unit will form a part of Wayne University and will later be housed in the medical science center.

TEACHERS' SICK LEAVE IN RARITAN, N. J.

The school board of Bridgewater Township, Raritan, N. J., in compliance with a state law, has voted to give teachers, principals, building custodians, and other personnel permission to accumulate the number of unused days out of the ten permitted for sickness each year until they total a maximum of 60. The new policy will become effective with the opening of the school year in September.

Under the rules, all school personnel using the accumulated days for an extended illness must present a doctor's statement certifying that the illness is bona fide.

If more days are used for an illness than a person has accumulated, the person's salary will not be deducted for the number of accumulated days but will be deducted for any days over and above the number of accumulated days. The purpose of the policy is (1) to provide school personnel with some security and insurance against an extended period of illness, and (2) to prevent worry over financial matters during a time of illness.



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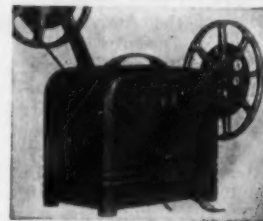
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School Administration in Action

A PHYSICAL FITNESS YEAR

A joint committee of the American Medical Association, the Federal Security Agency, and the National Council on Physical Fitness is planning to carry on a program of promoting physical fitness during the year beginning September 1, 1944.

Representatives of educational, medical, and industrial organizations are in charge of the program. The joint committee hopes to (1) increase the activities of the schools and colleges in the matter of physical education, and (2) to develop through various other agencies a realization on the part of the American people of the personal, social, and military advantages of the improved physical condition of all the people.

Dr. John W. Studebaker, of the United States Office of Education, and Mr. A. H. Pritzlaff, director of health and physical education of the Chicago public schools, are the school representatives on the joint committee. Dr. Frank S. Lloyd, of the Federal Security Agency, is executive officer.

GUIDANCE WORK STRESSED IN ROCK ISLAND

In Rock Island, Ill., during the school year 1943-44, junior high school students of the eighth grade received information concerning the high school and high school courses in connection with the guidance classes.

In the spring before the students enter the high school, they were brought to the high school, where they were permitted to ask questions and secure further information about the high school. They were taken on a tour of the building so

that they would become familiar with the location of the various rooms. Group meetings were held for the different class groups and the deans took up special problems with the group.

In September, group meetings were held each week for all sophomore students. The girls met with the dean of girls, and the boys with the dean of boys. These meetings were held as a regular course in sophomore problems. Information concerning military services was given by Mr. P. J. Martin, and information concerning various jobs was offered by the deans. Guidance in citizenship was given indirectly through the school senate where representatives of various senate rooms met and discussed their problems.

RARITAN'S SCHOOL TESTING PROGRAM

During the school year 1943-44, the Bridgewater township schools of Raritan, N. J., carried out a testing program through which all pupils were given intelligence tests. Children in grades three through eight were given two achievement tests, one in the fall and one in the spring. By giving two tests, it was believed that the progress of the pupils would be better indicated during the period. The tests will be continued next year to indicate the power gained by the pupils in subject matters.

ABOLITION OF DEPARTMENTALIZATION AT GLEN ROCK, NEW JERSEY

The public schools of Glen Rock, N. J., will continue next year the new program in the seventh grade giving one continuous period of social studies and English. During the trial period last year the program worked out successfully with the cooperation of three teachers, and the abolition of departmentalization.

Under the new plan, departmentalization is reduced, a better opportunity is given for pupil orientation, pupil guidance is enhanced, and the pupil is given a surer chance for success in a

new phase of work. In addition, the program results in (1) improved pupil achievement, (2) improved pupil conduct, and (3) better parental understanding of the work and program of the junior high school.

SERVICING FIRE EXTINGUISHERS

(Concluded from page 42)

powdered chemical in water outside the extinguisher and follow the instructions on the package containing the new charge.

10. When putting the chemical solution into the shell of the extinguisher, fill it to the filling mark, never above it.

11. Place lead or porcelain stopple on foam solution container or acid bottle. Insert foam solution container in extinguisher or place acid bottle in cage in the neck of the extinguisher.

12. Before screwing the cap on the collar, vaseline should be placed on the threads to facilitate the work.

13. Make certain to return to each extinguisher the cap that was removed from it. At least four threads of cap and collar must be engaged and threads should be inspected to make sure they are clean and sharp. The cap must be seated tightly on the gasket when screwing the cap on the collar. These precautions will prevent cap from being blown off by the pressure developed during operation.

14. On tag wired to the extinguisher note the name of the person recharging the extinguisher and the date on which the work was done.

► DR. LEO P. BLACK, formerly supervisor of secondary education for the Nebraska State Department of Education, has been appointed deputy superintendent of education, to succeed Leonard Larson.

► J. R. MOUNCE, of Jefferson, Iowa, has been elected superintendent of schools at Clinton, to succeed M. M. Schell.

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Using the most modern practice texts and teaching materials; improving training procedures so students may attain a maximum of skill in the shortest time.

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Because of wartime's tremendous volume of figuring and accounting work, business machines are now more than ever recognized as "indispensable" equipment—and the demand for trained operators has correspondingly increased.

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Publications of Interest to School Business Executives

Schoolroom Paint Colors

By Harold D. Hynds. Paper, quarto, 20 pages. Published by the Bureau of Plant Operation and Maintenance, New York City public schools, Brooklyn 18, N. Y.

This book reports the results of a comprehensive study of schoolroom decoration, carried on by Mr. Harold D. Hynds, superintendent of plant operation and maintenance of the New York City schools. The author recognizes that schoolroom interiors must be decorated to create a cheerful environment, to provide optimum visual efficiency and comfort, and to assure adequate reflecting qualities for lighting efficiency.

The last-mentioned point is, perhaps, the most important because without a high reflecting value the objects of wall painting will be completely defeated. In New York City, the standards adopted and the colors accepted are planned to provide a minimum reflective value of 79 per cent for the ceilings, 52 per cent for the walls, and 23 per cent for the dados. As a matter of fact, most of the accepted color schemes produce slightly higher values. All of the New York City rooms have natural window lighting and artificial illumination so planned that under no circumstances minimum operating illumination will fall below 15 foot-candles.

Next to insufficient light, glare is the greatest source of ocular discomfort. Glare may be minimized by the proper use of shades which prevent direct sun or other strong light from striking the eyes of pupils; within the classroom the elimination of glossy surfaces and the use of soft colors on walls, furniture, and other areas within the direct vision of children will produce glareless, restful light. Mr. Hynds requires that ceilings and walls be painted with a flat finish, and the dados which are subject to defacement and wear and which require frequent washing be given a semigloss satin finish; and desks and other finish be rubbed to a dull finish.

The color selection, as developed by Mr. Hynds, provides an opportunity for using warm colors in northern exposures, and relatively cool colors in sunny exposures. The attractiveness of the following combinations can hardly be appreciated without examining the actual color samples.

Combination No. 1—Ceiling, off white; wall, blue-green; dado, green-gray.

Combination No. 2—Ceiling, light green; wall, yellow; dado, blue.

Combination No. 3—Ceiling, off white or light cream; wall, silver-gray; dado, dark silver-gray.

Combination No. 4—Ceiling, off white or cream; wall, warm cream; dado, copper rose.

Combination No. 5—Ceiling, off white or light cream; wall, light green; dado, gray-green.

In each case, the base is black.

A similar standardization of school colors, with a wide choice of combinations, would help any city school system.

Rock Island Public Schools Operating Budget, 1944-45

Paper, 30 pages. Published by the board of education at Rock Island, Ill.

This is not a financial statement but consists of a careful estimate of the anticipated net income and expenditures for the fiscal year 1944-45. Among the items covered are budget analysis, general control, instructional service, school plant, fixed charges, debt service, capital outlay, taxes, tuition, state fund, state aid, educational tax, building tax, and assessed valuations.

How They Won: Pedestrian Protection Awards

Paper, 16 pages. Published by the American Automobile Association, Washington 6, D. C.

The pedestrian protection program, now in its sixth year, was inaugurated in 1939. The present report gives the winners of the 1943 pedestrian protection contest and lists the winning states and cities.

Annual Financial Statement of the Board of Education of Toronto, Canada

Prepared by C. H. R. Fuller and A. Hodgins. Paper, 56 pages. Published by the board at Toronto, Canada.

The report contains a graphic chart, a detailed statement of estimated revenues and expenditures, and a graphic study of per pupil cost statistics.

Attendance and Leave in the Public Service

By Elmer B. Staats and Robert C. Sampson. An article in *Public Personnel Review*, July, 1944, 1313 East 60th St., Chicago, Ill.

A valuable discussion reviewing the basic considerations which personnel administrators may apply in weighing the adequacy of their own leave policies and practices.

Fiscal and Monetary Policy

By Beardsley Ruml and H. Chr. Sonne. Paper, 42 pages. Price, 25 cents. National Planning Association, 800 21st St., N.W., Washington, D. C.

A report on a proposed national fiscal and tax policy which is to form the key part of a postwar employment program. A program as liberal as the present would make large public building projects possible.

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SYSTEMS DIVISION

REMINGTON RAND

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THE SCHOOLS NEED ACCURATE MAPS

(Concluded from page 47)

ture for our educational systems have already been paid to do this map education.

Other nations have recognized the importance of a keen and clear knowledge of the geography of their home land and all other countries of the world. They have stressed more especially the ability to read a map accurately. They have realized the importance of maps in war maneuvers and in the noncombative years which will follow this war. These other nations have always been dependent on the outside world for raw materials and a market. The businessmen

in these countries needed a sound geographic training to carry on their manufacturing and trading profitably. We, in the United States, live in a country so large and so rich in natural resources that we have looked to the outside world for but few of our necessities. In the world at peace after this war, we will no longer be able to think in terms of the United States alone. We must share our resources with less fortunate nations and must help to create markets for the products of other nations. This involves a knowledge of the world and an ability to use maps of all kinds. Developing the basic fundamentals of map reading is the function of the school. A good teacher of geography can more easily supply the textual material in

her geography classes than the maps and globes needed in teaching that subject.

The administrators and teachers have a big job before them, then, in selecting maps which will help to develop geography-minded individuals with accurate concepts of the world as a whole.

FINANCE AND TAXATION

► The Chicago board of education, on August 1, redeemed a bond issue of \$22,300,000, issued in 1934 for a period of twenty years, callable in ten years. In exercising its call rights, the board paid off \$12,300,000 of the bonds and refinanced the remaining \$10,000,000. The new bonds are issued for ten years and will be due serially and callable at any time the board is ready to pay them off. The original issue bore an interest rate of $4\frac{1}{2}$ per cent and the new bonds will pay $1\frac{1}{4}$ per cent. This financing cleans up a portion of the borrowing done by the board during the worst of the depression when payless paydays were the bane of the teachers.

► Grand Rapids, Mich. The board of education has closed the Davis Technical High School and ordered other drastic measures to cut down operating costs which were \$154,000 out of balance. Special instruction in the arts and physical education will be gradually eliminated. Two instead of four years of physical education will be required.

► St. Louis, Mo. The school board has approved a budget of \$12,539,180 for the school year 1944-45, which is \$1,189,261 more than last year. The largest item is \$8,596,020 for instructional expenses.

► Wichita, Kans. The school board has cut the school tax levy from 18.52 to 15.56 mills, a decrease of 2.96 mills. A tax expenditure of \$2,751,545 was approved.

► Kansas City, Kans. The school board has adopted a budget of \$2,370,000 for the school year 1944-45, which is based on a tax rate of \$1.96.

► St. Paul, Minn. The city council has accepted a school budget of \$3,676,938 for the year 1945. The new budget provides approximately \$100,000 for the payment of teachers' salaries. Unless funds are found, it will be necessary to cut each teacher \$85 per annum.

► Albuquerque, N. Mex. The school board has sold a \$500,000 school-bond issue, at an average interest rate of 1.15 per cent, the lowest rate in the local experience.

► Oklahoma City, Okla. The school board has adopted a budget of \$2,954,000 for the school year 1944-45.

► Tulsa, Okla. The board of education has approved a budget of \$2,848,819 for the school year 1944-45, which is a net increase of \$2,646.51 over last year. Among the increases are \$56,254 in teachers' salaries through increments and employment of additional teachers.

► Topeka, Kans. The school board anticipates that it will be debt free by 1952 under a plan of bond retirement set up by the city board. The first big relief in taxes will come in 1946 when the 1926 issue of junior high school bonds will be paid, and the annual requirement for debt service will drop from \$212,000 to \$162,000.

In 1949 the board will have paid off the last of the \$587,000 in bonds which were issued when the schools went under the cash basis law in 1933. The year 1950 will see the senior high school, two elementary schools, and a junior high school paid for in full.

► Ponca City, Okla. The school board has adopted a budget of \$431,000 for the year 1944-45, which is \$74,000 more than the estimate for 1943-44. The largest item was \$307,000 for teachers' salaries, which is \$52,000 over last year's estimate.

► The Pleasant Hill township school board at Pleasant Hill, Ill., has paid off the last of its school bond issue and is now free of bonded indebtedness. The bond issue of \$40,000 was authorized in March, 1925.

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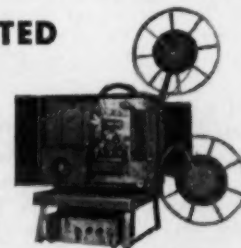
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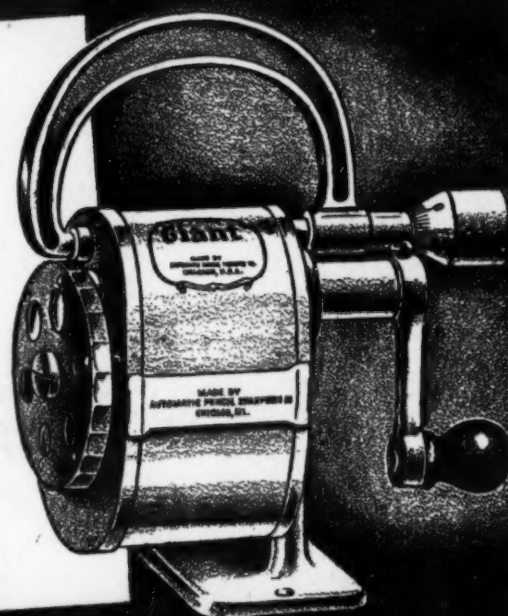
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SEVEN-POINT PLANNING PROGRAM IN BARRINGTON, RHODE ISLAND

Planning for education in the postwar period is not a project which must remain entirely in the "thinking stage" until the end of the war and then be put into effect in one sweeping movement. Instead, it must be made up of creative work which is to be put into effect as the various related items are completed.

During the last year, 1943-44, the school board at Barrington, R. I., has taken steps toward preparing the school system to meet the problems of the postwar education more effectively. To this important end, it has approved a tentative program prepared under the direction of Supt. Ralph D. McLeary.

1. Plans are being made for the establishment of a library in the high school.
2. Provision is being made for a guidance committee and for the development of a guidance program.
3. Action will be taken to solve the problem of tardiness and features of pupil behavior to build up pupil morale.
4. Increased emphasis will be placed upon physical education as a part of the program for the development of youth.
5. Remedial reading and guidance programs are being planned to promote and increase attention given to individual pupils.
6. A new permanent record card system will be established to promote effective work in guidance and pupil needs.
7. Plans are being developed for the establishment of a cost-of-living adjustment program in relation to the basic salary schedule,

in order to increase the attractiveness of the city to prospective teachers.

The board is at present carrying on further studies directed to the making of a better school system for the postwar era.

N.E.A. ADOPTS RESOLUTIONS

The National Education Association, at its recent convention in Pittsburgh, Pa., adopted 15 resolutions. The first three relating to the war and the peace to come pledged the efforts of the Association in securing a speedy and complete victory, and an unremitting effort to understand the problems of the men and women in the armed services and to give them whatever help is possible. The Association urged a program of education for world peace and the establishment of a United Nations Council on educational policy.

The fourth resolution, recognizing the value of the youth of the land, urged a program of guidance in all aspects and suggested that teachers accept the responsibility for this work. It was urged that students in high school and college remain, if possible, until graduation, and that programs suitable for the needs of youth be developed for the benefit of those in school and out of school. A system of scholarships for advanced and specialized training was suggested, and greater emphasis was urged on worthy ideals in the working world.

The Association, in its sixth resolution, urged increased emphasis upon the teaching of conservation and recommended the immediate preparation of the appropriate materials for this purpose.

The seventh resolution urged the adoption and strict enforcement of adequate school attendance and child labor laws.

The twelfth resolution urged that the states provide cumulative sick leave for all teachers.

The thirteenth resolution urged the recruitment of individuals with high personal and scholastic

abilities for teaching positions. High schools and institutions of higher learning, it was urged, should exert their influence to interest outstanding youth in the teaching profession.

RADIO EDUCATION SURVEY IN CHICAGO

Five major commercial radio stations, supplemented by the board of education's FM Station WBEZ, carried radio programs into 5800 classrooms of the Chicago public schools during the period from February to June, 1944, according to a report just released by the Radio Council.

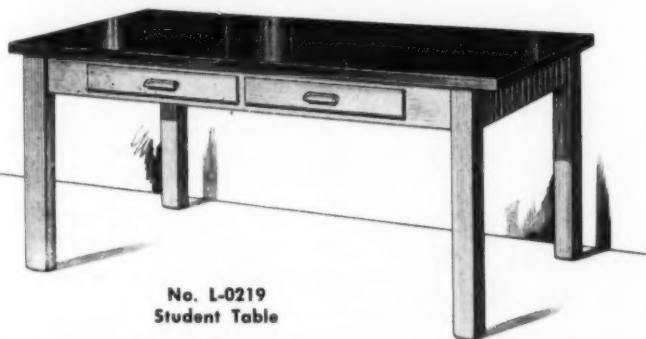
The report of the survey shows that the number of frequency modulation receivers in the schools doubled; the hours of operation for the station increased from 207 hours for the first half of the year to 385 hours. The total time on commercial stations increased from 31 hours and 30 minutes to 48 hours and 30 minutes.

► Thompson, Mass. The school board has decided to accede to a request from the clergymen of the town asking permission to introduce a program of religious education. The instruction will be conducted by the clergymen of the different denominations and will start with the opening of the new school term. Forty-five minutes a week will be devoted to this program.

► Springfield, Ill. The school board has decided to give special attention to children with speech defects and has undertaken a study of the subject. It is estimated that such a program will benefit 125 children in the county.

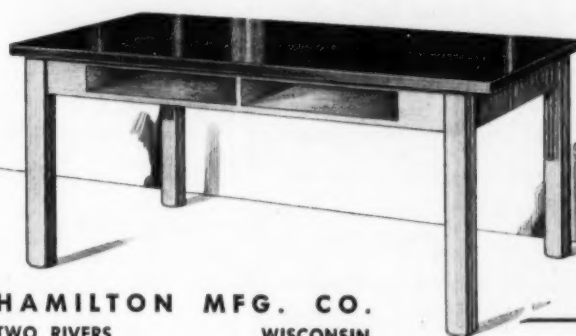
► Berkley, Mich. The Berkley-Huntington Woods school board has saved \$43,038 over a 20-year period on interest charges by refunding its school bonds. A new bond issue has been sold to the First of Michigan Corporation of Detroit. The new issue provides interest rates of 2¼ to 2½ per cent over the 20 years, the average rate being 2.4263 per cent. Total interest cost of the new issue will be \$78,856. The old bonds, which will be retired, carried a total interest cost of \$121,894.

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NAME
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THE SCHOOL-WORK PROGRAM IN PHILADELPHIA

(Concluded from page 34)

The earning of money has given to many of these children a greater sense of self-respect through improved personal appearance. With few exceptions, those who are working are dressed better now than they were before. Many boys are wearing neckties who customarily went without them, while a large group of girls in the lower income brackets have purchased clothing they could not have afforded the year before. This has produced a transformation not only in their appearance but also in their sense of belonging to the school.

Children Gain in Responsibility

The school-work program has helped many of these pupils to learn the meaning of responsibility associated with work in a way that they could not have acquired it in school or at home. They realize that they are expected to be at work even when they do not feel like going. This is a reverse in the attitudes and habits of many so far as their previous record of school attendance is concerned. In many cases, this feeling of responsibility has carried over to classwork. Assignments are being done more thoroughly and consistently. And many have come to see new values in formal instruction because of

their outside experiences. It is generally agreed that from this point of view the school-work program has made a significant contribution to the lives of many of these pupils.

Finally, there is a better guarantee that the maximum hours of employment for youth will be respected under the school-work program in contrast to the time spent on the job after school, especially when it is done without any supervision on top of a full school day.

In conclusion, the school-work program in Philadelphia has achieved the purpose for which it was established; namely, reducing the percentage of dropouts for employment. This plan has grown to a point where it will undoubtedly be incorporated as a permanent feature of the secondary school curriculum. Accordingly, certain steps should be taken to strengthen and improve it. The steps suggested are: (1) that well-defined criteria should be drawn up against which each job would be judged in terms of its educational values, thereby eliminating many which are of questionable worth today; (2) that teachers should gain an intimate knowledge of the jobs which pupils are doing through daily supervisory visits to their places of employment; (3) that the fundamental problem of curriculum revision should be undertaken so that the social and vocational needs of these pupils may be related in school and at work; and (4) that the

future development of this program should evolve out of the combined efforts of all in the community who share a responsibility for the education of these boys and girls; they are entitled to employment opportunities just as much as the adults for whom a great deal of planning is being done at the present time.

NEWS OF SCHOOL OFFICIALS

- JOHN A. WAGNER has been elected president of the school board at Battle Creek, Mich. EDWIN L. HARDING was elected vice-president, and RAYMOND B. ROOF was named secretary.
- SAMUEL M. FORD has been elected president of the school board at Negaunee, Mich.
- MRS. GEORGE E. KOLLEN has been elected president of the school board at Holland, Mich.
- T. DONNELL EVANS has been elected president of the school board at Libertyville, Ill., to succeed Wellman Roys.
- EDWARD L. BANKER has been elected president of the school board at Three Rivers, Mich.
- E. B. MORE has been re-elected president of the school board at Marshall, Mich.
- The school board at St. Joseph, Mich., has reorganized with W. T. WATT as president, DR. D. M. RICHMOND as vice-president, and DR. L. H. ANDREWS as secretary.
- DR. CLARK D. BROOKS has been elected president of the school board of Detroit, Mich., to succeed Dr. Burt R. Shurly.
- The school board at North Muskegon, Mich., has reorganized with FRANK E. MCKEE as president, MRS. JOSEPH A. TAYLOR as secretary, and MR. G. H. DIETRICH as treasurer.
- GEORGE POWERS has been elected president of the school board at Hart, Mich. DR. HENRY STEVENS was named secretary.
- WILBUR M. CUNNINGHAM has been elected president of the board of education at Benton Harbor, Mich.
- HARRY C. MILLER has been re-elected as president of the school board at West Allis, Wis.
- R. T. KEEFE has been re-elected president of the school board at Oshkosh, Wis.
- HAROLD L. BLACKWOOD has been elected president of the school board at Pontiac, Mich.

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SCHOOL BOARDS MUST LOOK AHEAD

(Concluded from page 22)

In these ways will changes come and boards of education must prepare to meet them. The old order will never return — that much is certain. A new order — demanding greater educational facilities in a financially and economically unsound world with fewer trained teachers available will replace the old one. The challenge of meeting it will be one that will task the ingenuity of the boards of education of America. Whether they meet it adequately in that day will depend upon their willingness now to face a difficult, even a disagreeable, educational future.

KEY TO SCHOOL PUBLIC RELATIONS

(Concluded from page 26)

presses its character through the actions of all its personnel. Unfavorable opinions concerning any member of the faculty create reactions that will be felt up to the very top.

Every day in little events inside the classroom the public is being conditioned into a frame of mind that will react favorably or unfavorably for the schools in times of crises. This long-term conditioning process by the teacher is the key to her place in school public relations which are, in the last analysis, the science and art of human relations.

PERSONAL NEWS

► JOHN P. MANN, of South Milwaukee, Wis., has accepted the superintendency at Appleton, Wis. He will enter upon his new duties October 1.

► DR. LOY NORRIS, superintendent of schools at Kalamazoo, Mich., has been reappointed as a member of the directing committee of the state's secondary curriculum study for another three-year period. Dr. Norris has been a member of the committee for six years, serving as chairman for the past four years.

► DR. DAVID EUGENE SMITH, professor-emeritus of mathematics at Teachers College, Columbia University, New York City, died at his home on July 29. Dr. Smith, who was 84, was well known as a teacher and historian of mathematics. He was also a collector of rare books and instruments.

► PAUL MORRIS, of Gibbon, Neb., has been elected principal of the high school at Kearney, where he succeeds Otto Oakes.

► CHARLES A. MILLER, of Lee, Mass., has been elected superintendent of schools at South Hadley Falls, to succeed Albert T. Patty.

► C. R. GOFTAN, of Copemish, Mich., has been elected superintendent of schools at Hemlock.

► RAYMOND F. SUMMERS, of Romney, Ind., has been elected superintendent of schools at Bloomfield.

► GORDON L. EWING has assumed his duties as superintendent of schools at Shelby, Mich.

► BERT RUMBLE, of Montezuma, Ga., has been elected superintendent of schools at Macon.

► JARVIS McDOWELL, formerly principal of the Wayne High School at Wayne, Neb., has been elected superintendent of the Mead Consolidated School at Mead.

► PAUL STOUFFER has been elected president of the school board at Waukesha, Wis.

► A. D. WILKINSON is the new president of the school board at Appleton, Wis.

► HERBERT C. SCHENK has been re-elected president of the board of education at Madison, Wis.

► DR. F. T. MORSE has been re-elected president of the school board at Lansing, Mich.

► SAM STODDARD has been elected president of the school board at Battle Creek, Mich.

► DR. WILLIAM A. MCGILL has been re-elected president of the school board at Wauwatosa, Wis.

► JOHN L. CARSON has been elected president of the school board at Peoria, Ill.

► The school board at Janesville, Wis., has reorganized with WILLIAM H. RYAN as president, MERRILL A. PUERNER as vice-president, and V. E. KLONTZ as clerk.

► CHESTER HUBBARD has been elected president of the school board at Kenosha, Wis.

Professional Directory

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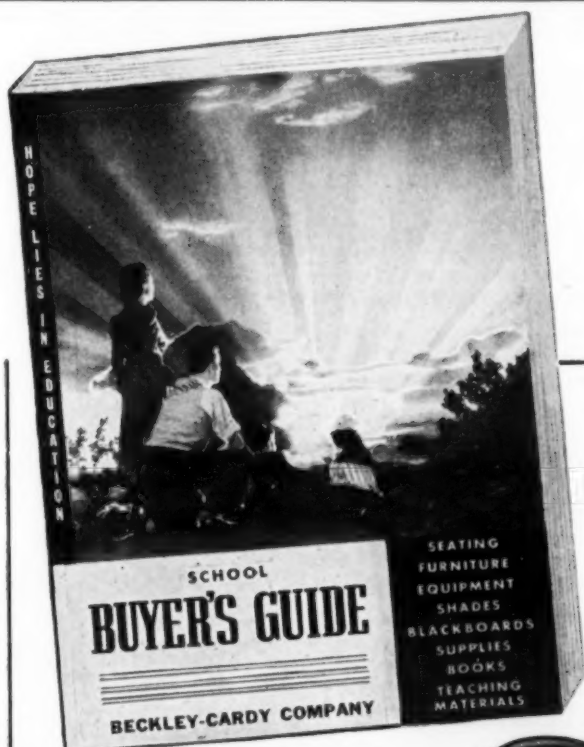
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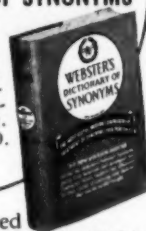


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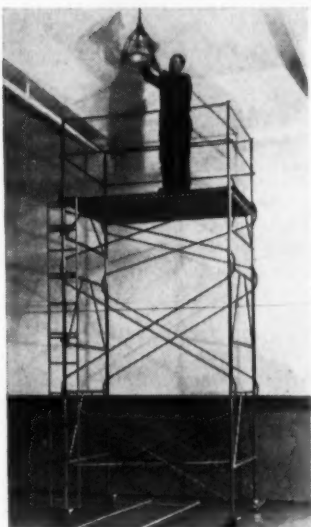


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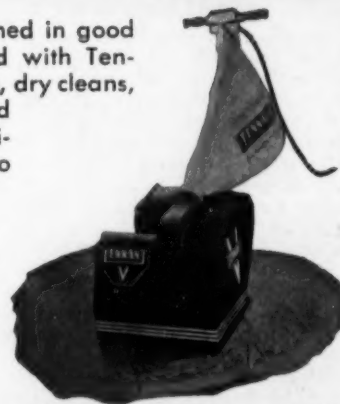
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"VALVE DO'S AND DON'TS"

Interesting material on "how to select valves," "how to know valves," and "how to protect valves" in chart form is now to be had. Maintenance engineers in schools and institutions will find these charts of value; they are plainly printed, adequately illustrated, and full of valuable material.

Reading-Pratt and Cady (A Division of American Chain & Cable Co., Inc.), Reading, Pa.

For brief reference use ASBJ-910.

G. M. FILM CATALOG

A sincere effort has been made by General Motors to provide inspirational and constructive subjects in its motion-picture issues, and to present the subjects in an interesting manner. During the past several years use has been made of motion pictures for presenting entertaining and educational material. There has been a continuous demand from schools and institutions for these films. An interesting catalog may be had at this time.

General Motors Corporation, Broadway at 57th St., New York, N. Y.

For brief reference use ASBJ-911.

FILMOSOUND RELEASES

"Origin of Mathematics" No. 554, 10 min. Evolution of mathematical symbols and processes employed by succession of ancient peoples—cave dwellers, Egyptians, Babylonians, Greeks, Romans, Arabs, Indians. An outstanding teacher-made film. "Rhythm of the Islands" (Universal) No. 2532, 7 reels. Synthetic "Paradise Island," maintained to bolster tourist trade, with natives and white beachcombers hired as "extras." Island sold to purse-proud dowager, when real natives take over, to enforce romantic and other adjustments. Plenty of music and dancing (Allan Jones, Andy Devine, Jane Frazee). Available from October 16, for approved nontheatrical audiences.

Bell & Howell Company, 1801-1815 Larchmont Ave., Chicago 13, Ill.

For brief reference use ASBJ-912.

DE VRY BULLETIN NO. 2

"Suggestions for Organizing Student Operators' Club for the Projected Teaching Aids Department" is the title of DeVry School Service Bulletin No. 2. Compiled by C. R. Crakes, Educational Consultant, the procedure is set up for the training of student operators. In addition to the bulletin service an advisory service without obligation is offered.

DeVry Corporation, 1111 Armitage Ave., Chicago 14, Ill.

For brief reference use ASBJ-913.

SUPERIOR SAFETY POSTER

Teachers, superintendents, and other school officials interested in safer transportation for their school children, may wish to get a supply of the colorful new safety posters which have just been prepared by the Superior Coach Corporation. Designed especially for display on bulletin boards, halls, auditoriums, and other prominent student assembly points, the poster (18½ by 24½ in.) features safety precautions that must be taken when riding in school buses. Ten brief but necessary rules for safety are given.

Superior Coach Corporation, Lima, Ohio.

For brief reference use ASBJ-914.

SPECIAL MIMEOGRAPH SHEETS

A special Mimeograph stencil sheet for use by both prime and subcontractors to produce the 20 or more copies of the War Department Inventory Schedules usually required for Contract Termination procedures is announced.

This stencil sheet may be obtained with a facsimile of any of the three War Department Inventory Schedule forms placed on the surface of the stencil sheet. The facsimile form serves as an exact guide for the typist in positioning copy to be added to the printed War Department Inventory Schedules. As many copies as may be needed can be produced from the single typing.

A. B. Dick Company, 720 West Jackson Boulevard, Chicago 6, Ill.

For brief reference use ASBJ-915.

NESBITT COMPANY HONORED

The employees of John J. Nesbitt, Inc., State Road and Rhawn Street, Philadelphia, have been notified by Under Secretary of War, Robert P. Patterson, of the award of a white star to be added to their Army-Navy "E" Award flag for continued meritorious production of war material. The "E" Award was given to Nesbitts as of January 15, 1944.

NEW STANDARDS FOR STEEL LOCKERS

The National Bureau of Standards of the U. S. Department of Commerce has announced new standards for steel lockers, for single, double, and multiple types.

The new standards call for the dropping of two sizes of single-tier lockers, the addition of two sizes of double-tier lockers, a change in the size of one multiple-tier locker, the addition of three sizes of multiple-tier lockers, and the addition of some general information.

RADIO GUIDEBOOK

Under the stimulus of World War II the science of radio and electronics has rapidly developed, and its literature greatly increased. As a guide to permit rapid selection of books by the title, author, publisher, subject, or application, there is now released for free distribution a booklet containing a wide selection of publications on radio, electronics, and related subjects. Listings are divided into two major parts: (1) a classified directory; (2) a listing under publisher, by author and title.

Allied Radio Corp., 833 W. Jackson Blvd., Chicago 7, Ill.

For brief reference use ASBJ-916.

ROBERT B. DICKSON

Announcement has been made by the American Radiator and Standard Sanitary Corporation that Robert B. Dickson, president of the Kewanee Boiler Corporation has been elected a director, a member of the executive committee, and a member of the finance committee. Donald D. Couch, formerly assistant general manager of sales, was elected vice-president and general manager of sales.

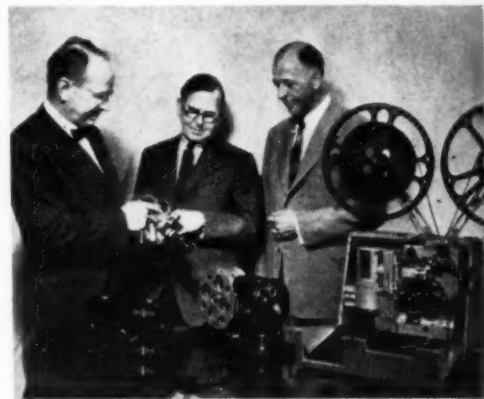
EDWARD BAUSCH DIES

In failing health for the past two years, and at the age of 89, Dr. Edward Bausch, chairman of the board of Bausch and Lomb, died at his home in Rochester, July 30, 1944. He was a son of John Jacob Bausch, born on September 26, 1854, within sight of the great plant which he saw grow from a spectacle shop to an industry of world-wide importance. At an early age he helped his father and Captain Henry Lomb in the foundation work of the institution. A foremost Rochester

citizen, having entered Bausch & Lomb in 1874, during his connection with the company he saw it grow to be the recognized producer of microscopes. Mr. Bausch belonged to many societies and clubs and held directorates in several banks. His was indeed a long life of much accomplishment.

16MM. INDUSTRY "COMES OF AGE"

On the twenty-first birthday of the 16 millimeter film, Alexander F. Victor, president of the Victor Animatograph Corporation, Davenport, Iowa, was honored for his contribution to the 16mm. industry. Speakers paid tribute to Mr.



Old and new 16mm. projectors for schools examined by officers of Victor Animatograph Corporation on 21st birthday of firm.

Victor at a commemoration dinner for his struggle to establish a separate standard of film from slow-burning or nonflammable materials for nontheatrical use. The agitation for the separate standard of film and apparatus was started in 1918 and one of the exhibits at the dinner was a full-page advertisement of August 12, 1923, announcing on behalf of the corporation the first offering of the products. Opposition was widespread, but Mr. Victor won staunch support and urged a standard differing from the theatrical standard as to make interchangeability with the 35mm. film impossible. In 1923 the Victor Animatograph Corporation designed and produced the first 16mm. projectors and cameras and the Eastman Kodak Company produced the first 16mm. film.

SCHOOL BUS FLEET REPLENISHED

Urgent needs for new school buses to replace worn-out equipment and to insure safety of pupils in transit are being met partially this year throughout the nation, according to a statement of the ODT in Albany, N. Y.

War Production Board approval of 1944 production quotas will enable ODT to authorize the purchase of 5000 new school buses this year. More than 2000 of this number already have been released to schools where new buses are essential, and replace equipment no longer safe in operation.

Reports from many states indicate that children have missed school because worn-out buses were in garages waiting for repairs. The average bus being replaced in 1944 has been driven more than 100,000 miles and was manufactured in 1935.

FCC PROMOTING EDUCATIONAL BROADCASTING

The Federal Communications Commission has just issued a new application form to be used by educational institutions in seeking permission to establish noncommercial educational stations. The form will constitute a basic consideration under which FCC will permit boards of education, universities, etc., to establish F-M local broadcasts.

SCHOOL BOND SALES

During the month of July, 1944, school bonds in the amount of \$2,927,000 were sold. The average interest rate on August 1 was 1.59 per cent. This is the highest price for municipal bonds on record.

During the same period, short-term notes and refunding bonds were sold in the sum of \$920,630.

SCHOOL-BUILDING CONSTRUCTION

During the month of July, in 11 states west of the Rocky Mountains, contracts were let for 14 school buildings, to cost \$577,000. A total of 34 projects were reported in preliminary stages, to cost \$3,293,220.

During the month of July, 1944, Dodge reports that contracts were let for 581 educational buildings, to cost \$10,076,000.

ANNOUNCE GO-TO-SCHOOL DRIVE

The U. S. Office of Education, the Federal Security Agency, and the Children's Bureau of the U. S. Department of Labor have joined in a national go-to-school drive to combat a decline in high school enrollment. The purpose is to enroll and keep the nation's boys and girls of high school age in school until they complete their courses, either under full-time or well-planned school-and-work programs.

A useful handbook has been prepared and is being distributed to teachers and other interested school officials.

ANNOUNCE AMERICAN EDUCATION WEEK

"Education for New Tasks" is the theme for the twenty-fourth annual observance of American Education Week to be held November 5 to 11.

American Education Week is an opportunity to interpret the role of education in the postwar years, as well as the present contribution of the schools to the war effort.

After the Meeting

New England Twang

A Yankee school teacher gravitated south and took up teaching in a small town in Alabama. One day he called up a boy, gave him a subject for a composition, and told him to write about it. He spoke to the youngster with that quality of accent which showed clearly that he came from that remote part of the country designated as "Down East."

The boy said he did not know how to write that composition.

The school teacher remarked, "You see, when I write, I write just as I speak. Do just as I do."

The boy answered, "Yes, but I don't know how to write through my nose." — *Wall St. Journal*.

MARY'S TROUBLES

Mary had some little snarls

Of something in her hair—

The more she combed, the more she snarled

Herself into despair.

She took the snarls to school that day,

But acted so outrageous

The teacher sent her home because

Her snarls were too contagious!

— *Orville Jones*

Shibboleth

From the dark came the voice of the sentry,

"Halt! Who goes there?"

"An American," was the reply.

"Is that so? Advance and recite the second verse of the 'Star Spangled Banner.'"

"I don't know it."

"Proceed, American." — *Journal of Education*.

Must Serve Youth

We insist upon boards of education serving not antitax bodies, political bodies, and some industrialists in their attempt to curtail public educa-

tion, but rather serving the youth of America in providing an enriched and extended education, more competent to serve the country in peace and war.

Education is still America's first line of defense. We are pledged to strengthen that defense in devotion to the democratic way of life and its perpetuation. — *J. F. Landes*, President, American Federation of Teachers.

COMING CONVENTIONS

September 9-23. New York Teachers' Association, northern and north central zones, Potsdam and Oswego.

September 17. New York State Council of Superintendents, at Saranac. E. L. Ackley, Johnstown, secretary.

September 22-23. Michigan State Association of City School Superintendents, at Traverse City. A. J. Phillips, Lansing, secretary.

October 2-4. California School Trustees Association, at Los Angeles. Mrs. I. E. Porter, Bakersfield, secretary. Exhibits.

October 3-5. National Safety Council, at Chicago, Ill. R. L. Forney, Chicago, secretary. Exhibits.

October 5-7. Wisconsin Library Association, at Milwaukee. Headquarters, Plankinton House. Edith Shepard, Green Bay, secretary. Exhibits.

October 4-7. National Council on Schoolhouse Construction, at St. Louis, Mo. James L. Graham, Tallahassee, secretary.

October 6. Missouri Central Teachers' Association, at Warrensburg. Dr. Wm. F. Knox, Warrensburg, secretary. Exhibits.

October 6. New York Teachers' Association, central and northeastern zones, at Syracuse and Plattsburg.

October 9-11. New York State Association of District Superintendents, at Syracuse. Headquarters, Hotel Syracuse. Mrs. M. C. McWhorter, Pine City, N. Y. Exhibits.

October 9-11. Oregon High School Principals' Association, at Salem. D. A. Emerson, Salem, secretary.

October 11. Illinois University High School Principals' Conference, at Urbana. Headquarters, University of Illinois. James E. Blue, Rockford, secretary.

October 12-14. Western Pennsylvania Education Conference, at Pittsburgh. Headquarters, University of Pittsburgh. A. M. Goldberger, Pittsburgh, secretary. Exhibits.

October 19-20. New Hampshire Teachers' Association, at Manchester. Headquarters, Hotel Carpenter. John W. Condon, Derry, secretary. Exhibits.

October 20. New York Teachers' Association, eastern and southern zones, at Albany and Binghamton.

October 20. Kentucky Education Association, at Madisonville. E. Hammock, Morganfield, secretary.

October 22-24. New York State School Board Association, at Syracuse. Headquarters, Hotel Syracuse. W. A. Clifford, Mount Vernon, secretary. Exhibits.

October 24-25. Illinois Association of School Boards, at Springfield. Headquarters, Lincoln Hotel. R. M. Coley, Springfield.

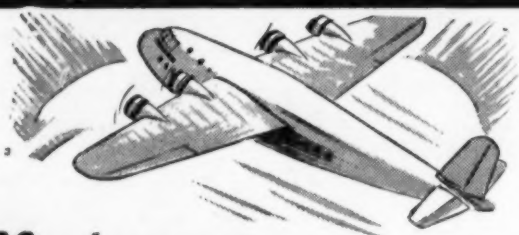
October 24-25. Illinois City School Superintendents' Association, at Springfield. Headquarters, Leland Hotel. D. R. Blodgett, Jacksonville, secretary.

October 26-27. Colorado Education Association, at Denver. Craig P. Minear, Denver, secretary. Exhibits, Ward Kimbell, Denver.

October 27. Connecticut Teachers' Association, at Hartford. Anna McGuire, Manchester, secretary. Exhibits.

INDEX TO ADVERTISERS

American Airlines, Inc.	51	Medart Mfg. Company, Fred	6
American Crayon Company	70	Merriam Company, G. & C.	78
American Seating Company	8	Minter Homes Corp.	82
Ampro Corporation, The	54	Monroe Calculating Mach. Co., Inc.	60
Arlington Seating Company	10	Murdock Mfg. & Supply Co.	79
Armstrong Cork Company	62	Nesbitt, Inc., John J.	16
Automatic Pencil Sharpener Co. ..	74	Peabody Company, The	78
Bausch & Lomb Optical Co. ... 3rd cover		Pittsburgh-Des Moines Steel Com-	
Beckley-Cardy Company	77	pany	7
Bell and Howell	67	Pittsburgh Plate Glass Co. ... 2nd cover	
Bruce Publishing Company	76	Premier Engraving Company	78
Burroughs Adding Machine Co. ...	69	Professional Directory	76
Colgate-Palmolive-Peet Co.	63	RCA Victor Div. Radio Corp. of	
Conn, Ltd. C. G.	55	America	61
Crane Company	15	Remington Rand, Inc.	71
Delta Mfg. Company ... ins. bet. 56-59		Rundle-Spence Mfg. Co.	12
DeVry Corporation	73	Safway Steel Products, Inc.	79
Dick Company, A. B.	18	Sheldon & Company, E. H.	52
Ditto, Incorporated	4	Skilsaw, Inc.	79
Dudley Lock Corporation	79	Sloan Valve Company	1
Eberhard Faber Pencil Co.	70	South Bend Lathe Works	9
Encyclopaedia Britannica Films,		Standard Electric Time Co.	12
Inc.	8	Stromberg-Carlson Company	65
Fibrecan Corporation	12	Taylor Company, Halsey W.	14
Gaylord Bros., Inc.	68	Tennant Company, G. H.	79
Hamilton Manufacturing Co.	75	Tucker, Duck & Rubber Co.	14
Heywood-Wakefield Co.	56	Underwood Elliott Fisher Co.	5
Hillyard Company, The	4th cover	Universal Bleacher Company	82
Holden Patent Book Cover Co.	59	Vallen, Inc.	78
Holmes Projector Company	82	Vestal Chemical Company	72
Hunt Pen Co., C. Howard	77	Victor Animatograph Corp. 2 & 3	
Huntington Laboratories, Inc.	66	Wakefield Brass Co., F. W.	14
Johnson Service Company	11	Warren Webster & Co., Inc.	13
Kewaunee Mfg. Company	77	Weber Costello Company	64
		Westinghouse Elec. & Mfg. Co.	53
		Wood Conversion Company	10



Performance is Everything!

That explains the preference of school authorities for Holmes Sound-on-Film Projectors, which are so enduring and reproduce picture and sound so faithfully and clearly. Plan now for post-war replacements with Holmes machines.

Holmes

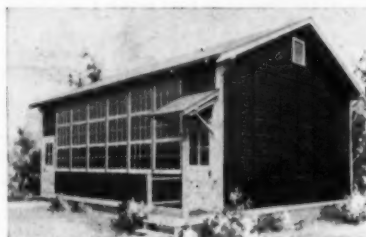
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Condition with
a Minter
Portable
School

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Minter schools have for many years been the logical solution to the problem of combining speed, service and saving in the erection of a school. They are definitely permanent structures but offer the distinct advantage of permitting speedy dismantling and re-erection at another location with a loss of material so low as to be relative insignificant.

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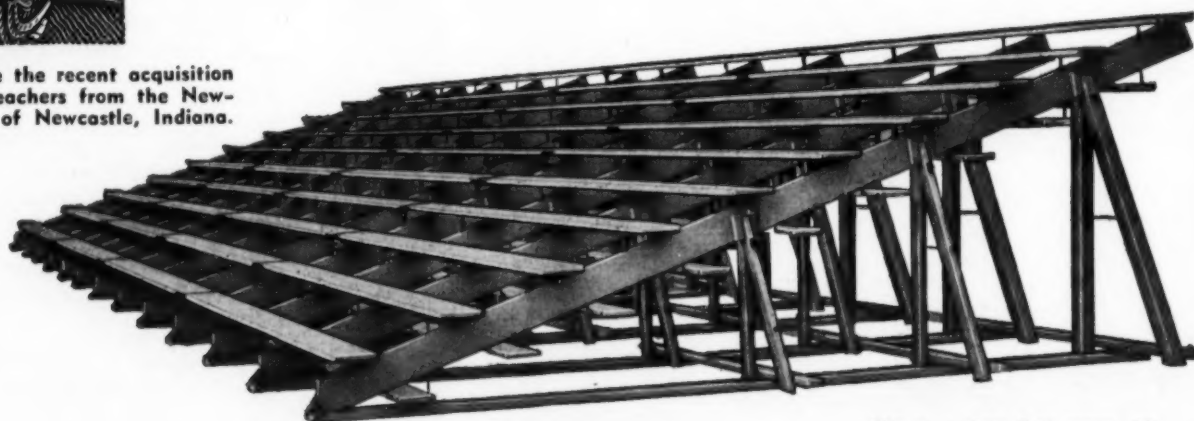


We are proud to announce the recent acquisition of the Circle-A line of bleachers from the Newcastle Products Company, of Newcastle, Indiana.

WAITING FOR THE GREEN LIGHT

When Uncle Sam says "GO" and restrictions are lifted, you will be able once again to make a selection from our COMPLETE line of Universal Bleachers. Meanwhile, your post-war plans should be taking form.

SAFETY
ECONOMY
DURABILITY



Above: a sixty foot group, 10 tier extended type bleacher with a seating capacity of 440.

UNIVERSAL BLEACHER COMPANY

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